

# Headmaster's Diary

Conclusion: wildlife cabaret by fifth form  
'bunny girls' stirs summer fete

The day of our summer fete I've been looking forward to this occasion, since the idea was mine in the first place, and it seemed a fitting way to round off my first term at Candelwick Comprehensive.

Mr Charnage had reckoned on keeping parents and public as far away from the school as possible, so I regard the fete as a symbol of our new style of community partnership, and the first achievement of the newly-formed PTA. There have, of course, been some difficult moments in the planning process, mainly because of friction between the PTA secretary Mrs Conybeare (a rather dominating person who runs the Brownies) and my deputy Sybil Fardey, who is acting as several organizers of the fete and is a stickler for detail.

There was a big argument over the choice of theme: I was rather keen on a medieval setting with a Maypole dance, but the parents wanted something more topical and suggested 'Dallas comes to Candelwick', with a fancy dress competition based on some television programme which everyone had seen but me. I thought this was a bit outlandish and might offend the vicar, who sits on the governing body and keeps deploring the

American influence on our young people. In this we compromised with 'The Grand Candelwick Wildlife Fete', since Mrs Conybeare knew a man who could provide donkey rides, and someone else had a collection of stuffed birds. Mrs Conybeare wanted the fete opened by the man who runs the local dog's home, but I insisted we ask Councillor Dimplick, who is chairman of governors and an influential figure in the county education committee. As I expected, Dimplick offered to lend us some rubber plants from his nursery to decorate the platform, although he mentioned 'a small facilities fee—just a nominal charge, old boy'.

Sybil Fardey agreed to arrange a special tour of the environmental studies pond, and the sixth form offered to set up an exhibition on the theme of conservation. Even Mike, the caretaker, was quite co-operative and said he would enter the 'family pets' competition.

The day dawned bright and fair, and I arrived early in the morning to check the arrangements. Arnold Bogwin, the first deputy, was already there with a group of boys who were normally very troublesome,

but on this occasion were happily sitting up with me and putting out notices for the car park and toilets. A group of fifth-year girls arrived to rehearse a 'wildlife cabaret', which they had interpersonally devised themselves and which Cedric Melli, the director of music, was organizing in the drama studio. When Mrs Conybeare arrived she complained that Sybil Fardey had put her hamburger stall too close to the performing gerbils, and the smell would reduce sales. I was able to effect a settlement by persuading Mrs Snede, the school secretary, to move her trolleys in between them.

After a snack lunch of Rene's tuna fish sandwiches, I was ready to welcome Dimplick and Humphreys. 'Twickenham, our area education officer. By this time the car was streaming in and it was clear we would have a really good turnout. We were just about to start the opening speeches when the school bells began to ring and someone shouted 'Fire alarm!'

Fortunately Nicks was able to switch the thing off, although we never found out who the culprit was.

While Nicks was out, however, his dogs caught sight of Mrs Conybeare with her poodle, which she was also entering for the competition. They broke loose from the post to which Nicks had tied them and rushed across in front of the platform, knocking over all the rubber plants and growling in the most horrible way. Nicks returned just in time to take charge of the guests and went round the stalls with Rene, pausing to eat one of Mrs Conybeare's hamburgers. The photographer from the local paper chose this moment to take a picture of me with my mouth full, and our daughter Vicky beside me in tears because the gerbils weren't for sale. I suppose that is what the press consider a 'good story'.

At last we came to the prize-giving, after I had dealt with Cecil Stenbow who is staff representative for one of the unions, and who asked me for an assurance that any proceeds from the fete would be spent on what he called 'non-essential items'. I told him 'Yes, if you regard books and paper as non-essential', which I thought rather a witty reply. Before he could answer I showed the trolleys down in his hand, and asked Rene to draw out the lucky numbers.

# FETE



Love Again" with the school wind band in a most abandoned fashion. I hastily led them out, but not before the vicar had remarked that there was too much sex education in schools, and he would raise the whole subject at the next governors' meeting.

I finally disposed of the official guests and went round the stalls with Rene, pausing to eat one of Mrs Conybeare's hamburgers. The photographer from the local paper chose this moment to take a picture of me with my mouth full, and our daughter Vicky beside me in tears because the gerbils weren't for sale. I suppose that is what the press consider a 'good story'.

And so rather a hectic day to an end, and we should have had some profit for the coffers. In some ways I'm relieved that the term will soon be over. I'm looking forward to the weeks in our caravan at Bays Regis.

## Next week

Mary Warnock starts a new personal column in 20 years' time. She will be discussing the task of the school as a teacher, and the role of the school in society. She will also be discussing the role of the school in society.



## TES Literary competition

A literary competition is being held by TES. The competition is open to all teachers and students. The prizes are £100 for the winner and £50 for the runner-up. The competition is open to all teachers and students.

## Crossword No 1,202

Down  
1. Quilting members  
2. Not a down-up  
3. Buy a pig and  
4. His committee  
5. A pig and  
6. A pig and  
7. A pig and  
8. A pig and  
9. A pig and  
10. A pig and

## Quality press stays with 'adults only'

Quality press stays with 'adults only'. The quality press is not going to change their 'adults only' policy. The quality press is not going to change their 'adults only' policy.

## Glamorgan may be first to abolish school meals

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# THE TIMES Educational Supplement

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## Job security under threat

A job for life is no longer guaranteed for teachers. Security of tenure is becoming a passing phrase now that local authorities are turning to fixed-term contracts for new staff. Although employment is assured during the period of the contract there is no automatic renewal and the unions are warning members to take advice before signing. Richard Garner reports.

## Warning to college leavers

Hundreds of teachers fresh from college are being offered contracts which may well leave them without a job within the next 12 months. They are accepting employment on short-term contracts so that they can earn now, even though there is no guarantee of continued work when the contract expires.

And local education authorities have been accused of 'making improper use' of the fixed-term teaching contracts for newly qualified teachers. Teacher union leaders say they have come across cases in several authorities where staff on fixed term contracts have been barred from applying for full-time posts. Avon and Oxfordshire have been named. Recruits are urged to check with their union legal departments if they are unsure about signing such contracts.

According to the National Union of Teachers, these contracts are being used increasingly to 'create what an authority believes is an easily disposable category of teacher employees, as an attempt to escape legal obligations and obligations under agreed redeployment schemes' at a time of falling rolls and budget restrictions.

Leaders of the NUT and the National Association of Schoolmasters/Union of Women Teachers believe that more than half the authorities in England and Wales



More than 100 desks are to be stripped and dismantled by volunteers as part of a school's painting campaign. Archery comprehensive school, Stroud, Gloucestershire, has not been painted for 20 years. While the education authority could supply the paint, it could not pay for the labour. So about 130 people answered headmaster Mr Robin Linn's appeal to freshen up the school. It is estimated that the volunteers will save the £2,000 by their efforts. The deputy head Mr Bruce Critchinson, said many other schools were in the same predicament.

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It is, or ought to be, one of the virtues of a two-party system, that ministers are, from time to time, relieved of their duties by the electorate and given time in which to think. Mrs. Williams is now enjoying one of these enforced sabbaticals. In such time as she can take off from the battle for the soul of the Labour Party, she is concerned at the Policy Studies Institute, reminding on the future of employment, education and youth. Her speech to the British Association last week (page 16) was a useful, minor product of this reflective process.

Ex-ministers who indulge in this kind of intellectual exercise are bound to come up with implicit criticism of their own term of office. This all too easily leads to stultifying exchanges of the kind which distinguish Prime Minister's Question Time in the House of Commons. An ex-Prime Minister criticizes the Government for this or that; whereupon his or her successor replies by asking why, if that is what the Right Honourable Gentleman or Lady thinks, he or she did not attend to the matter while in charge of affairs.

Mrs. Williams comes close to inviting such a rejoinder. She is now sure about the need to reform "O" levels and "A" levels to protect a broad general education curriculum and to give prominence to academic specialisation. Yet Mrs. Williams, in her time, accepted the glacial tempo of examination reform and failed to throw her weight behind the long-arduous reform of "A" levels.

To many people, a move from a three-"A"-level sixth-form course to a four-subject course (two main and two subsidiary) seemed to hold out the best immediate prospect of getting out of the 15-year-long impasse. This, at least, could be a stepping stone to a five-subject course later. It could also provide a base on



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## Look back in candour: Mrs Williams' case for A level reform

which to build cross-disciplinary breadth requirements. But divisions among the would-be reformers have always played into the hands of the defenders of the status quo. The force has gone on from year to year with successive ministers failing to perform the critical role which falls to them as guardians of the larger public interest.

Mrs. Williams has now set out her critique of the secondary curriculum on the basis of a reasoned view about the future of employment and social development. She is not content to let it be determined by the immediate convenience of the universities or assumptions about academic values which sixth-form teachers derive from the universities and carry back into the schools. Her analysis would probably command wide support in Conservative circles—support which it

urgently needs if its pragmatic virtues are not to be lost in an ideological battle which could easily transfer to the upper secondary stage, all the acrimonious organizational debate which has affected the discussion of provision for the 11 to 16s. The tertiary college solution has been gaining ground, but nobody expects a wholesale reorganization on tertiary lines. In respect of upper secondary and tertiary education for the 16 to 19s, it is still possible to concentrate the main argument on the content and the pattern of courses and examinations and to allow the debate about organization to follow logically from this. This would be in marked and salutary contrast to the comprehensive debate, where the discussion of content and courses was obscured—and postponed—by disputation about organization.

What follows, however, from Mrs. Williams' approach is the need for a root and branch review, not one confined to O or A levels. Unless there is change in many university first degrees, sixth form change will not take place. There is a major task for a reforming Secretary of State—for more than the reform of A levels. It is difficult to see how this could be accomplished without a major confrontation between the Government as paymaster and the universities as independent chartered corporations. The Government have plenty of levers to pull, but could only pull them if the Secretary of State knew exactly what he or she wanted to do. And no less daunting, it presupposes a willingness to tackle the unions and employers: an industrial training and vocational preparation. Without this there is no prospect of a real improvement in what the schools can offer the least academically successful.

Of course we know—and Mrs. Williams knows—that if her party were suddenly in power again, they wouldn't become endowed overnight with the strength of mind and purpose to persuade the universities, the employers and the unions to change their ingrained habits. Reform, if it is to come at all, probably depends on many small, incremental steps in the right direction, not just one big stride forward which never comes.

Mr. Carlisle's overview—if he has one—is probably not very different from Mrs. Williams', on the inappropriateness of early specialization and the need for versatility in a rapidly developing world. He should begin by taking the initiative in hastening the reform of A levels and refusing to accept the torpor of endless consultation which has so far been allowed to paralyse all his predecessors.

## NEWS

### Asian leaders muster support for London Sikh school

By Bert Lodge

A request by Asian leaders to set up a Sikh school in the London Borough of Ealing is to be discussed next Tuesday by the education committee. The school was mooted last December after the council agreed to sell a high school, Twyford, to the Church of England to provide a third tier for pupils attending at and middle church schools. The Education Secretary has still to make his final decision on the change of use of Twyford.

Sikh leaders claim that 1,700 pupils from their own community would be eligible for admission to the school. More than 1,100 children attend evening classes in Punjabi and the Sikh religion run by the local Sikh temple and other 500 attend classes at the temple on Saturdays and Sundays. A Sikh community paid for a big hall for the school.

A fortnight ago in an attempt to allay fears of what might happen if the school were sold a "school like Twyford" was a "going concern" prominent members of a Sikh community paid for a big hall for the school.

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authority paying for the general running of the school. The 15 per cent of capital costs they would have to find is not thought to be a worry to a touch of melodrama, they first indicated they were in the bidding for a school by dropping a cheque for £25,000 through the letterbox of Lady Henniker-Heaton, then education chairman, a few days before Christmas. The president of the temple explained that this was their estimate of what 15 per cent of the total cost would come to. Lady Henniker-Heaton returned the cheque a few days later.

In spite of the assurances of last month's newspaper advertisement the Sikh representatives in their discussions with the council have indicated that they would work towards employing "a strong nucleus of Sikh teachers" although non-Sikhs would continue to be employed.

The main consideration in applications for admission would be the commitment of the parents to the school, although absence of such commitment would not constitute grounds for refusal. Religious education would be Sikh though any parent could withdraw his child.

The revised syllabus will be presented to the Department of Education and Science for approval after it has been discussed with religious leaders and teachers, he said.

Rochdale has a large Roman Catholic and non-conformist element, and lots of weird and wonderful sects; they will all have to be called in and have their slice of the cake," he said.

The committee rejected part of the petition which called for mother tongue teaching because it was thought to be a retrograde step.

Mr. David Williams, education committee chairman, said that the results of investigations into the legality of providing separate assemblies were awaited.

Ten per cent of the school population in Rochdale are Muslim and 2 per cent are Hindu. Mr. Williams said: "There is no question of Islam being forced down children's throats. It will be studied, not worshipped. At the moment the syllabus is Christian based with a perfunctory gesture to other religions."

At a public meeting called this week, Lieutenant-Colonel Tony Dowse-Brook, chairman of the education committee, warned that if Somerset imposed the cash limits of the public expenditure White Paper, up to £5 million would have to be jettisoned off the education budget over the next three years.

He produced a document outlining the possible impact of cuts on 30 primary schools and three secondary schools would have to close.

In addition there would have to be 350 fewer places in further education; cuts in capital and

Punjabi language and music would be added to the curriculum. While Ealing Tory councillors have demonstrated their support for religious schools by the sale of Twyford to the Church of England it is thought that the prospect of a Sikh school has not aroused so much enthusiasm.

What there is of it must have been further tempered by the knowledge that since the Sikh bid for a school at least two other religious minorities, the London Armenian Community Church Council and a group of Hounslow Muslims have made similar approaches to the council.

A spokesman for the DES said that they had received no firm approach from Sikh representatives but would expect to once agreement had been reached in principle between Sikh leaders and Ealing council.

Denominational need as distinct from general education need would have to be established by any group seeking 85 per cent grant aid to open a denominational school, but there would not be any special approach from the Sikh community which would be regarded as any different from any other.

### Assembly move for Muslims

by Diane Spencer

Rochdale may introduce separate assemblies for its Islamic pupils and redraw its religious education syllabus on non-cultural lines.

The education committee has considered these measures after a petition was presented earlier this summer by the local Community Relations Council.

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### Council ends bar

by Sarah Bayliss

A dispute of Conservative councillors from Somerset will meet a junior minister and other MPs later this month to protest against the Government's planned spending cuts. They will claim that up to 40 schools could close and 500 teaching jobs be lost by 1984 if the reductions are imposed.

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## Comment

### INSET - take cover

The definitive piece of research into what the country's teachers still number nearly half a million—want in-service training is still to be done. Until then there are only close to be picked up from small-scale surveys published from time to time.

The latest, from the Assistant Masters and Mistresses Association, covers the responses of more than 1,100 of their members. The composite portrait to emerge is of a teacher most likely to be male and married—who takes in-service training more seriously because he has already completed some. Preference is for a course which brings the teacher up-to-date with his subject rather than one which carries an award at the end, which is full-time, but lasts not more than two weeks. No fewer than 82 per cent of the respondents indicated that to some extent their previous in-service training experience had only been possible at a cost to colleagues left behind in the school. At this point among the reasons which might deter them from applying for further courses.

This latest inquiry needs to be examined with caution. AMMA is not the most representative of the professional associations. It is not so long ago that primary teachers could not belong, its nucleus is still the former grammar school master or mistress dedicated to a subject and whose competence in it is tested whenever the public examination results are displayed. Such teachers could be expected to have the above-average professional knowledge to keep abreast of developments in their subject. Moreover, the sample was self-selected—it comprised only those who chose to answer a questionnaire in the association's journal.

It is important, nevertheless, to find out why people do or do not take courses. As the chairman of the AMMA teacher-training committee boldly puts it, "Receipt for the non-graduate who acquires a degree, or the graduate who acquires a diploma status, is the professionally irrelevant qualification. There is no strong financial motive to spur

teachers to add to their academic or professional qualifications. INSET is the need for a financial incentive will grow.

The popularity of the relatively short full-time course will not altogether please the enthusiasts of what has come to be known as school-based INSET. Short full-time courses, though a period away from the school, which is where the crucial question of coverage arises.

The first obvious response to a survey such as this is to turn on the local authorities and tell them they ought to spend the money earmarked for in-service training on just that. So they should. There is no point in enough money in the kitty to cover for in-service absences. But is that a complete answer?

A strange teacher taking over a class for a couple of weeks is not going to compensate fully for the absence of the regular teacher. Temporary cover will be mainly custodial. It may meet the regulations but many will doubt how effective it is for the pupils.

All of which suggests that a new teachers' contract should provide for a period carved out of the time when the schools are closed when regular, full-time, in-service courses can be held. It happens elsewhere, why not in England?

### Half empty, half full

The educational references in the survey of British opinions show Britain which appeared in The Times on Tuesday showed a picture of ambivalence. One question asked a set of 11 institutions and asked whether, in their view, the country was a good, reasonable or a bad country. The poll came out: 71 per cent thought they were good; 26 per cent reasonable; only 3 per cent bad. Looking after the unemployed, similarly got a high rating: 48 per cent good and only 13 per cent bad. The figure for the health service was much the same. The educational system, came third from the bottom (above only the political system and a hazy class division and industry), with 28 per cent good, 54 per cent reasonable and 20 per cent bad.

So what? Does this mean "78 per cent of respondents thought the education system was 'good' or at least 'reasonable', on that 74 per cent thought the education system was 'bad', or at least 'reasonable'?" It is harrowing, though, to think that the education system is only marginally better thought of than the political system which is lumbered with a manifestly unfair electoral system.

As to social class, the survey suggests that along with a clearly stated distaste for snobbery and class division, goes a conservative distaste for radical measures to get rid of the wrappings of hierarchy. The monarchy is sacrosanct. A majority favours the retention of titles (57 to 39 with 4 don't know) and peerages (49 to 46 with 5 don't know). Asked if they agreed or disagreed with the statement: "Abolish the system of private education for some and just have one system for everybody"—67 per cent disagreed, 39 per cent agreed and 4 per cent didn't know.

This should confirm Mr. Kinnock's masters in their reluctance to tackle the independent schools head on. The low level of libertarian support for the independent schools has yet to be tested. But polls like this (and the more specific inquiries conducted by the Institute of Economic Affairs) suggest that there is little popular stomach for an attack on private education. But you could always use these figures to prove otherwise: "no less than 39 per cent of the sample wanted to abolish the system of private education."

### FIXED TERM CONTRACTS



### Short commons

Fixed contracts can be remarkably unfixed in their purpose and effect. Not so long ago they were being vigorously backed in some quarters as a means of improving the quality of the teaching force generally, but especially of head teachers. Now they are in the news as a device being used by a few schools to cut local education authorities out of the numbers game, not a means of quality control.

Teachers employed on short-term contracts are the first to be "let go" when teacher numbers have to be cut because of falling rolls and empty classes; whether they are good or bad teachers doesn't come into it. Nor—and this is the most potentially damaging factor—is the effect on the school's curriculum of the departure of such a teacher necessarily permanent.

Such contracts are being used largely as a convenient negotiating device by both local authorities and teacher unions. It is much easier to continue to protect union members on permanent jobs so long as there are teachers on short-term contracts which need not be renewed if the finance committee insists on a cut in teacher numbers. It is understandable that some L.A.s prefer to offer now or returning teachers short-term contracts for the few jobs that are on offer; it is also regrettable, because it means that they may not attract and keep in the school the best of the experienced and specialist teachers that they need.

The NUT has this week issued a warning (page 1) about the growing use and misuse of fixed term contracts, and reform members or student members to the local or regional office for advice if they are offered one. The NUT is right to be worried. But the point might also reflect—if it really wants to get a step to such practices—that they have really come about with the tacit collusion of local education authorities. If there is a choice between a job for a member on a fixed-term contract and a member on a permanent contract, the latter is the better bet for the school. The rights of the latter.

That is why the L.A.s find it easier to give priority to teachers with permanent contracts when it comes to reorganising the school. If someone whose short-term contract has just expired would be a better choice, the union's attitude is understandable. Last in, first out is a hallowed principle which industrial tribunals would probably uphold if the matter of unfair dismissal came up. But that is liable to make for very tough justice between one teacher and another, and one NUT member and another. And, of course, this is going to get steadily worse as time passes.

### No comment

11 November. Computers That Talk (Spoken by the machine). Queens University, Belfast, 6.30 p.m.—From a list of forthcoming events published by The Institution of Electrical and Electronics Technicians.



Bristol pupils with 10 O levels piece have spoken out in support of their school. Harcliffe comprehensive last made the headlines in January when members of the National Union of Teachers held "pilot" classes in church halls. They were on strike for some weeks over a jobs cut by Avon education authority but still concerned that pupils should not have their examination chances spoiled. Simon Pelham, Neil Evans and Ian Scrimmell, all aged 16 (left to right), attended some of these classes. Now with 10 O level passes each they have praised the staff at the school.

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NEWS

# Loans will aid 'good' students, says Tory MP

by Micky Passmore

A right-wing Conservative backbencher has urged the Government to introduce a student loans system, claiming that loans would help "dedicated" students and help institutions lose subject in government dictation and more responsive to the consumer.

Addressing the half-yearly conference of the Federation of Conservative Students at Warwick University last Friday, Mr Lawrence, MP for Thurrock, said loans would "diminish the tyranny of the poorer section of society having to subsidize through their taxes the higher education of those who will become richer".

Mr Lawrence argued that the accompanying problems were from unworkable. The complex question of refunding loans could be answered by choosing from a wide range of possibilities already in operation in at least 14 western countries, he said. Where could be recovered from repayment until their children had reached a certain age and they had returned to work. And if demand for higher education fell, and hence use was made of existing resources, this might be "the last thing".

His speech was timed to coincide with the departure of junior minister Dr Rhodes Boyson for the west coast of the United States, where he is conducting a six-week investigation into the American loan system. Dr Boyson, who is known to favour the introduction of a loan system, should receive a report from his officials setting out the pros and cons by the end of the year.

The National Union of Students has asked American student leaders to point out the drawbacks of loan schemes to Dr Boyson. What NUS representatives met student leaders in the United States and Canada, the union, they were all sceptical of the British grants system and said that the loan systems which operate in their own countries are fraught with "problems". NUS National Secretary, Ms Fiona Macgillivray, said last week.

In its document *The case against student loans* published last month, the NUS argued that loans would be unfair, expensive and inefficient. The National Union of Students, President, Mr David Aston, has asked student leaders to prepare for a "wave of evidence" this autumn to persuade the Government to change course on education.

Opening the NUS annual conference for students' officers at Reading University on Monday, Mr Aston said that the jobs of students could result in violence as their only way of expressing discontent with the Conservative Government. "For every penny the Government saves on education today, it could well have to pay out at least twice as much on law and order tomorrow," he said.

## Children 'lack motivation to learn' as dole queues lengthen

# The wages of study—£10?

by Richard Garner

Children should be paid a maintenance allowance of £10 a week to encourage them to stay on at school after 16 and avoid unemployment, the Secondary Heads Association said this week.

Evidence showed there was no increase in the number of youngsters staying on at school as unemployment among school leavers grew, Mr Peter Andrews, of the association, said in a press conference this week. Instead, brighter

youngsters who would have stayed on were leaving and seeking their first opportunity of a job. "There is a slightly poorer quality left in education overall," he said, "although the majority of the unemployed are taking their own money and hanging on for a job. There is no big swing back to school."

There was already evidence in some areas—Macclesfield, for instance—of children lacking motivation at school because of the increase in the ranks of the unemployed. Mrs Molly Hattersley,

the association's new president, said this was likely to increase. She said that in Haringey where she taught in careers officer, had been appointed to give guidance on unemployment and a similar post had been advertised in Waltham Forest. "It is very much a sign of the times," she said.

Mr Donald Frith, the association's general secretary, said that the schools could look at the problem of catering for the youngsters staying on at school in conjunction with the Manpower Services Commission.



These two sixth form pupils at Stamford comprehensive school, Newcastle upon Tyne, are the mother and daughter. Mother of six, Mrs Kathy Bolam, aged 34 (left), is studying for A levels alongside her 16-year-old daughter, Janet, because she wants to go to university and could not get to evening classes.

## College goes on market

Just five years after the Milton Keynes College of Education opened, it is being put up for sale by Buckinghamshire County Council. The college is a victim of the cut backs in teacher training approved by the last Labour Government. The county council is reluctant to say how much it expects to get for the college, but says the sale will probably be the biggest property deal in which the council has ever been involved. The 90,000-square-foot college and its 29 acres of land are likely to fetch well over £2.5m.

No formal bids have been made yet but the buyer is expected to be a large industrial company. The last students of the college will end their courses in December 1981 and the handover of the building to the new buyer should be completed by January 1982.

## Milk of kindness

Despite plans by a county council to cut out supplies of free school milk as an economy measure, pupils of one village school will still get their daily ration thanks to the generosity of a farmer.

Mr Pat Russell, will continue to deliver his milk to the school near Peckham, Dyfed, and pay for it out of his own pocket. "I have supplied milk to the school for more than 20 years and I am not going to stop now because of penny-pinching officials," he said today.

He delivers 30 pints a day to the Orleton Primary School from his dairy at Marleidge Farm, Stuckpole, near Peckham, and his gesture is likely to cost him about £50 a year.

A spokesman for Dyfed County Council, which planned the cuts to schools to save £60,000 a year, said: "I do not think we will have any objection to what is a gift for the children at the school."

## In brief

### Novelty on the surface

Nottinghamshire schools will benefit from an artificial turf surface developed by the playing fields department. It was used earlier last year in the first floodlit cricket match to be played in this county on the West Indies and Essex at the Chelmsford football ground. To be marketed as the Nottinghamshire 'Pitch', the artificial turf for cricket can be sold at a nominal cost of £100 to £160 a year compared with the usual £1,300 to £2,500 for a natural grass pitch which about 40 games a year.

An experimental tennis court already used the material which combines a synthetic mat with a new polyethylene base, Froben.

### Employers urged back literacy effort

Literacy is the key to development, this was the message for the International Literacy Day campaign, held last Monday. Mr Eric Fyfe, secretary of the National Federation of Voluntary Aids, said that literacy was a key to development and that employers should be urged to help workers to improve their basic skills. In England and Wales, 10 million people are illiterate and 10 million are being helped by volunteers.

### Campaign rally

Campaigners for adult education will hold a rally in the Square on Sunday, September 14. Speakers will include Lord Alton, the Liberal spokesman on education and Mr Gerry Pender, former junior education minister in the Labour government.

The rally will begin with the arrival of a torch carried by a runner from the Open University at Milton Keynes. The rally is being organized by the city's students' association.

### Library career advice

Aspiring librarians should get a new publication, *Which Librarian?*, before embarking on a career in this profession. The book, compiled by the Association of Librarians, is available from publishers by the National Association of Librarians, 10, Sixth Avenue, London, EC1A 3JF. The book is available for £1.50 and includes information on how to choose the most suitable place to work, available from Don't A.A. Sales Office, 3, Weymouth, Northampton, NN1 5NQ.

### Alternatives

A course for unemployed people is to be held at Newcastle Technic this month.

The idea is to encourage people to think about alternative ways of doing things. The course is designed to help people to think about alternative ways of doing things. The course is designed to help people to think about alternative ways of doing things.

### Best union mag

This year's TUC award for the best trade union magazine is the *NATFEE Journal*, published by the National Association of Teachers in Further and Higher Education. The magazine is published by Donal Gardner, a former editor of *The Teacher*, and is praised for its high standards of journalism and for its commitment to the cause of education.

## Personal column

# Willingly to market...

• This week, Personal Column features the second of two new writers. Mary Warnock, senior research fellow at St Hugh's College, Oxford



There is a dog need for change in the relation between school and industry, and not only the engineering industries with which the Finlinton Report was primarily concerned. The whole wide spectrum of the business world is involved. To try to change things at university or polytechnic level is wrong. It is already far too late.

Of course if the polytechnics had not so disastrously failed in their original purpose, things would not be so bad. If the Crosland ideal of the early 1960s had ever been realised the whole polytechnic system would now be a technocratic power, balancing and supplementing the universities, creating off many of the very best students, and carrying a prestige and reputation which could be world-wide. But that never happened, and the blame must rest partly on the polytechnics themselves, and especially on their staff. For they seemed wistfully to stare at the universities, ditheringly, as it seemed, waiting to show the world that they too could teach the arts and practice pure scholarship. So money, was squandered from the beginning. The statutory function of the CNA contributed to the disaster. For the CNA was charged with the task of ensuring that each course offered by a polytechnic was up to degree standard. But students wanted them to be different. They wanted to be different. They wanted to be different.

Thus, for example, the Philosophy Panel of the CNA would minutely examine a new syllabus, the proposed reading list, the library and staff resources, the system of examination, but would never be permitted to raise the question whether

students ought to be encouraged to spend three years in Walsfield, Paisley, Bolton or Plymouth reading Frege and Wittgenstein for a degree. And once a course was established, it seemed plain in everyone's interest to keep it on the road, avoiding redundancies among the staff, and adding, it was thought to the richness and variety of student options.

Defenders of the system would argue that because students wanted them. But students wanted them because they had already made up their minds, while at school, that they were entitled to read on arts degree and would prefer it. So we come back, once again, to the influence of school.

It has often been said (and the remark is not necessarily shop-soiled) that accountancy schools ought to regard making things as of equal importance with reading things or writing them; and that teachers must change their attitudes towards creativity in this sense. But, though potential engineers must, indeed, love making things, both they and the vast number of children who will never be engineers must also love selling them. Fundamentally, entering business of any kind, including industry where engineering expertise will be of use, is unpopular because people are ashamed to sell. The ideal of service is deeply entrenched in schools (and especially among girls). It is forgotten that the best possible service is the creation of markets, and hence of jobs, a far greater service than looking after the unemployed, in however noble a way. If a teacher could not envisage himself swapping jobs with someone who manufactures biscuits or advises lawnmowers or sells new lines in toothbrushes to retailers, then he is a dangerous teacher. Even if, unwittingly, he is guiding his pupils down the fatal path of despising commerce.

Commerce in general, and engineering in particular, will benefit from a better mathematics and science teaching and closer relations with industry as a whole. But those desirable goals themselves are for more likely to be attained by schools whose teachers actually believe in the respectability of profit. There is no point in training engineers if there is no industry to employ them; and there will be no industry, unless the business ethic is accepted, not as something which one would hide or deny if one could, but as a positive system for the maximisation of satisfaction (and not all "material" satisfactions other, but literature and the arts as well). There are many contributing causes for the error which teachers feel for trade. But some have their attitudes and beliefs must be changed. The creation of wealth must be seen not as something necessarily self-interested, exploitative or unjust, but as a shared benefit. In the context of the kind of industrial democracy most favoured in Europe, it is the duty of teachers to present commerce and industry both as exciting in themselves and as the means to a common good.

The Finlinton Report recommended a statutory body to oversee the content of engineering degrees, and ensure that they were of practical use. The hope was that such a body would overcome the initial resistance to change, to be found not only in university departments but in industry as well. But no statutory body can change schools. Only teachers can do that; and they can do it only if they will.

## PLAN OF OPERATIONS 1980



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## The Prepared Mind

Attracting youth to science, technology and industry  
A British Association conference to promote discussion between industry, education and young people  
10.00 to 17.30 hours Wednesday  
8 October 1980 at Fortress House,  
23 Savile Row, London.

Tickets: £20,  
including coffee, buffet lunch and tea,  
in advance only from Alec Hughes,  
British Association, 23 Savile Row,  
London W1X 1AB (cheque with order).

## Assisted places under attack

The National Union of Teachers this week reaffirmed its total opposition to the assisted places scheme, adding it would support union members who refused to comply with selecting pupils for it through tests of the preparation of reports in response to the draft regulations on the scheme published by the Department of Education, the union says it "does not accept that independent schools are in the best interests of more able children."

## Social priority row nears end

A five-year battle over whether schools in Gwynedd should qualify for social priority area payments for teachers may end soon. Gwynedd county council has agreed to supply information on 16 of its schools so that the British Association can decide if they should receive the payments. The move is regarded as a significant breakthrough by teachers' unions since the county council had

best interests of more able children. See Assisted places last page. A local assisted places scheme is being set up in the London Borough of Enfield, after the schools authorities refused to accept the scheme. The scheme would allow schools to select pupils for it through tests of the preparation of reports in response to the draft regulations on the scheme published by the Department of Education, the union says it "does not accept that independent schools are in the best interests of more able children."

earlier insisted that the majority of teachers would be in favour of only one school qualifying for the payments. Meanwhile, further talks are to be held in the Barnham committee, which negotiates teachers' pay, over the implementation of the scheme. The committee is expected to meet in the next few days. The move is regarded as a significant breakthrough by teachers' unions since the county council had



The British Association annual conference at the University of Salford. Reports by Bob Doe.



Living with vandalism: better protection of property preferred to more police patrols.

## Vandalism: is there an ultimate deterrent?

"Smash street kids" will never be cured by schools stressing respect for property though they might respond to being given something worthwhile to set their sights on. A whole series of papers in the psychology section of the British Association for the Advancement of Science meeting in Salford were devoted to the question of vandalism.

They looked at the possibility that it was a political or vindictive act, that it was caused by boredom or lack of supervision, bad housing policies, or poor environmental design. Mr John Alderson, Chief Constable of Devon and Cornwall,

frankly admitted that the police could not hope to stamp it out because there could never be enough of them on the streets. The informal controls of family and neighbourhood undoubtedly exerted a considerable influence, he said. Tokyo, the world's most densely populated city, was also the most crime-free.

The allegedly soaring incidence of criminal damage—there is of course no such crime as vandalism—was called in question by Mr J. B. Harrison of Sheffield. After the Criminal Damage Act of 1971 the Home Office had chief constables that only acts that resulted in repair bills in excess of £20 should be recorded—a figure that has never been changed.

With inflation taken into account, the level of vandalism remained the same. That did not mean it was not serious. In Sheffield schools alone, vandalism cost £1,000 a week in 1979.

Dr Paul Ekblom of the Home Office research unit looked at possible solutions to vandalism. He ruled out more police patrols, heavier sentences or treatment for culprits, publicity campaigns, improved leisure facilities or efforts

by schools or parents to instil respect for property in the young. These were all unlikely to work, he said.

Better ways were stronger materials and protection for vulnerable property, more caretakers on public property, fewer unoccupied buildings, rapid repairs to prevent worse damage and the widespread dispersal of families with children on housing estates.

The majority of vandals were children and adolescents at play. Housing estates should be designed so mothers could watch their children at play or more paid play leaders should be employed.

Most vandals were among those who had badly at school and who disliked school. Well-liked schools tended to be vandalised less. Dr Ekblom suggested schools relax overt discipline or teach more of the things the low achievers can get enthusiastic about.

Mr Ron Harré, a fellow of Lincolne College, Oxford, claimed that vandals were not attacking the physical property but were pursuing a reputation and honour among their peers. They were seeking the glory that was denied them at school or work.

## Audience enraptured as the Williams magic works again

The conference marked the return of Mrs Shirley Williams to major education platforms in Britain. The remarkable popularity with such audiences of the former education secretary who lost her seat in the 1979 election was obvious from the spontaneous applause that greeted

only school calls earlier in the week from such eminent speakers as Sir Fred Dainton, president of the BA and Sir John Maddock, BA secretary.

Mrs Williams showed she had lost none of her power to inspire audiences of the intelligentsia across all party boundaries. At the end

she lifted them with a rousing cry for less head-wringing about the making of new technology and more making the best of what Britain had to offer.

Not that Mrs Williams avoided politics, altogether. She issued a direct challenge to the Conservatives to dust off a plan which she said she and the former employment minister, Mr Albert Booth had left behind on their desks.

She said they had already reached an agreement with the TUC and arranged joint funding by the Government and the CBI for a scheme of industrial training for a third of all school leavers in 1982 but this had been shelved by the Tories.

It would eventually have meant between six months and two years training for 60 per cent of school leavers by 1985 and 85 per cent by 1990.

Extracts from Mrs Williams's speech are on page 16.

## Union education centre prospects look good

by Richard Garner

Plans for a national centre for trade union education may well reach fruition during the next 12 months following pledges of more than £1m from unions to get the project off the ground.

Mr Clive Jenkins, chairman of the TUC's education committee, said at the union congress in Brighton last week: "Next year we will either have got our centre

or be able to announce it when we will have it."

He said that it was important that the proposed new centre should provide education on the "new employment" laws, health and safety legislation and the advent of new technology.

Mr Jenkins added that it was hoped the new centre would bring together workers from different unions and offer more residential

courses with trade union tutors.

A number of unions were "enthusiastic" and it should be the function of the new centre to supply them with materials.

The appeal for funds for the centre was made by the TUC's education committee at the union congress in Brighton last week.

Professor Cockcroft, aiming to the poor mother's myths.

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## THIS WEEK IN THE TIMES HIGHER EDUCATION SUPPLEMENT

Laird Briggs on the Two Cultures. The future of academic publishing. Douglas Johnson on Georges Sorel. American Sociological Association — full report. The perils of external examining.

OUT TODAY

## School to work



Even in West Germany recession bites: young girls without apprenticeships or work.

## Jobs gloom hits young graduates most

by Hilary Wilce

Graduates are the most likely of the young unemployed to turn to drugs and crime, warns a report from the Organisation for Economic Co-operation and Development. It points out that this is the group which tends to feel most bitter and frustrated when it is denied work.

The report, a study into youth attitudes by the OECD's Centre for Educational Research and Innovation (CERI) in Paris, says that employment prospects for those in their early twenties are now deteriorating faster than for older

states and the white Commonwealth. Austria, West Germany, Japan, Luxembourg and Switzerland are the only OECD countries without a serious youth unemployment programme.

For the 24 countries as a whole, youth unemployment rose from 10.4 per cent in 1976 to 11.3 per cent by last year, at a time when the total rate of unemployment fell from 5.4 per cent to 5.1 per cent.

The average length of unemployment among the 16 to 25-year-olds and their share of total long-term unemployment also grew.

The CERI researchers are highly critical of many of the projects intended to improve the job prospects of unskilled youngsters. They say that those which try to teach

only skills are unlikely to succeed: programmes must emphasize the building up of confidence and "entrepreneurial spirit" and give the youngsters real working experience if they are to have any lasting effect.

The research cites programmes in Australia and Norway to demonstrate that this kind of confidence building is vital in breaking through the defeatism of the youngsters.

Without it, say the researchers, the youngsters tend to get increasingly apathetic and detached from their social environment, showing little interest in improving their life prospects or escaping from the dead-end jobs to which they are restricted by lack of qualifications.

## MSC urged to hand over schemes

The Manpower Services Commission, which is reviewing its work to the unemployed, is coming under increasing pressure to hand over operation of its programmes to young to the local authorities.

The National Youth Bureau, drawing up proposals for the commission to be planned and run by local authorities, has been looking for some way to get councils into the forefront of the fight against youth unemployment.

Under the NYB plan, which goes before the next meeting of the council, so that it can be passed to the MSC — whose team already know what is going on — the 28 existing special projects boards, which now administer the Youth Training Schemes and the Temporary Employment Programme, would become responsible for allocating funds to the authority led committees, monitoring expenditure.

YOP and STEP would be merged into two new programmes providing education and training for the under 18s, and the other a job creation scheme for teenagers. This part of the proposal, at least, would seem consistent with some of the aims within the commission, employment, ministers, increasing long term unemployment among young means that it is no likely to be enough to take off the date for a few months then return them to the office lists with no real chance of a job. The mission is clearly to provide more purposeful training and education for YOP students, and of offering some alternative to the date for their work.

Mr David Howle, director of NYB, said this week: "There is a great deal of expertise and which is simply not being used under the present arrangements. Most parts of the country the service has not been able to put in helping the young employed, because the service in its resources have been fully stretched in trying to its traditional commitment."

"If the MSC can do so, let local authorities have which the Government provides the special programme, the services who work with young can be mobilized to the effects of youth unemployment and to provide positive and training schemes for store."

Writing in the latest Northern Ireland Youth Journal, Aron, youth Peter Graham says: "The very few youth workers who description aimed at helping unemployed. I have seen a youth worker trying to organize a continental young people would be literature from his than he/she would do something about youth employment."

Mr Graham says that workers need information and that if they are to help the unemployed, and that it is available. He alleges the of cooperation between other agencies concerned youth unemployment is nil."

The NYB's David Howle, who Mr Graham says good for most of Great Britain.

# Here's how your school can obtain free sports and recreation equipment by saving Heinz labels



The Heinz Schools Foundation aims to help provide schools with some of the extra-curricula equipment which they may need.

From now until December 31st 1980, your school can obtain its choice of free sports and recreational equipment from the catalogue which has been sent to Head Teachers throughout the country.

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## Cash boost for private sector

by Bill Purvis

Australian students and high school pupils found last week's federal budget had very little in it for them.

The Minister for Education, Mr Wal Fife, had already issued guidelines indicating that there would be a small increase in total education spending, barely keeping pace with inflation. But federal expenditure on private schools is now rising partly with expenditure on government schools.

The Schools Commission next year will administer the distribution of about \$470m in federal grants for schools. About \$370m or 52 per cent of the total has been earmarked by the Federal Government for government schools.

Non-government schools have been allocated \$102m, 44 per cent; and the balance is made up of allocations for joint programmes and other projects.

In his budget speech the Treasurer, Mr John Howard, indicated that the extra \$435m for private schools was expected to be spent on "the least well-endowed non-government schools".

Parents on a low income with children in their final two years



Education Minister Wal Fife: early warning.

at high school also got some additional benefits in the budget. The secondary allowances for such pupils went up 20 per cent to \$12.7 a week. The family income limit for the means-tested grant also went up 20 per cent to just over \$140 a week.

By comparison with the other three main sectors of the budget, education did not fare well. Federal expenditure on education is now only 8 per cent of its total outlay—compared with 8.2 per cent last year and 8.7 per cent the year before that.

Social security and welfare took the biggest single slice with 27.4 per cent; health expenditure came next with 10.1 per cent; next comes defence which has risen steadily in the past three years to outstrip education and take 9.8 per cent of federal expenditure.

## Much children's television is unsuitable, tribunal says

by Bill Purvis

SYDNEY

Nearly half the television programmes made specifically for children have been rejected by the Australian Broadcasting Tribunal in the past year.

Of the 257 programmes considered by the tribunal, only 131 were approved.

Strict guidelines were introduced early last year, aimed at improving the general quality of children's television. Under these guidelines, programmes designed for children must be submitted to the broadcasting tribunal for a C classification—suitable for six to 13-year-olds. Each station must televise five hours of C classification programmes between 4 and 5 pm each week.

Of the programmes which were accepted by the tribunal, 32 per cent were British made, 35 per cent were Australian, and 28 per cent were made in the United States of America.

One of the programmes found to be most widely watched by children was the British programme *Just William*.

Although many of these were of very good quality, they were rejected because they were designed for family viewing, or for age groups other than six to 13-year-olds.

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## Cuts have led to 'revolution'

Changes in government attitudes towards higher education spending have created a "revolution" in this area, according to the vice-chancellor of Sydney University, Professor Bruce Williams.

Professor Williams was chairman of the Committee of Inquiry into Education and Training, which produced the Williams Report. Speaking at a recent graduation ceremony, he said that the number of assisted first-degree students at Australian universities had fallen by one third since 1975, and the number of students on post-graduate federal grants had fallen by at least 14 per cent. Changes in population, trends and economic

prospects had led to a marked reduction in the growth of expenditure on higher education.

However, everyone, including governments, still adhered to the doctrine that higher education should be available to all with the appropriate ability and motivation.

The abolition of tuition fees in 1973 was meant to extend access to higher education, but that effect has been swamped by the rising number of teacher scholarships, more stringent means tests, a decline in the real value of tertiary education allowances to students and a reduction in the number and value of post-graduate awards, Professor Williams said.

Although many of these were of very good quality, they were rejected because they were designed for family viewing, or for age groups other than six to 13-year-olds.

## Attacks by 50 per cent old

by Martin Roth

Jerusalem

Attacks by pupils on the first half of 1980 jumped 50 per cent over the corresponding last year, according to figures just released by the National Police Agency.

Two hundred and thirty students were arrested in the 12 months to May, and 172 teachers were dismissed after sitting in on the strike.

The police report on the crime said that 76,277 students were arrested throughout the six-month period, a 50 per cent increase over 1979. Four hundred and thirty students were arrested in the 12 months to May, and 172 teachers were dismissed after sitting in on the strike.

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## New year, old problems

by Benny Morris

Jerusalem

The opening of the Israeli school year last Monday passed in a fairly quiet manner, but the Education Ministry to a "serious opening day problem" was dismantled after sitting in on the strike.

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## Cuts protesters vote with their feet

by Lindsay Hayes

Wellington

Gumbooters are making their mysterious appearance on street scenes in the capital and at protest meetings of students and teachers.

The boots are a play on words, linking the name of the education minister, Mr Mary Wellington, with the British word for gumboots.

The Minister is reported to be wearing a pair of gumboots.

Earlier this summer university students staged a gumboot relay against education cuts. The relay started at the bottom of the South Island and at Whangarei in the North Island, with the two initial starters given a boot each.

Campus runners passed the boots on until they came together on the steps of Parliament, where students unsuccessfully tried to present them to the Minister.

The Wellingtons generally appear in pairs of left feet only, to signify that not only is the Minister "putting the boot in", where education is concerned, but also approaching his portfolio with "two left feet".

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## Students will reach a million by 1982

by David Dungworth

The statistics department of the Conference of Länder Education Ministers (KMK) has published its forecasts of the development of the German student population during the next 15 years.

The pattern will be determined primarily by the number of school leavers with the *Abitur*, the university entrance qualification, or the certificate entitling them to admission to a *Hochschule*, a college of advanced vocational education.

As a result of the high birthrate of the early 1960s the 1980 figure of 223,000 will rise to 282,000 in 1983, the department predicts. It will then fall steadily until 1995, returning to the 1980 level around the end of this decade.

But a major unknown in the KMK's crystal ball gazing is the number of qualified young people wishing to proceed to higher education.

Figures released by the Federal Office of Statistics in Wiesbaden show that the proportion fell

annually from more than 78 per cent in 1973 to 67 per cent in 1979 before rising to 68 per cent this year. During the same period the proportion of those who were undecided about continuing their education rose from seven per cent to 21 per cent, reflecting growing uncertainty about the employment prospects for graduates, particularly in teaching.

Other surveys have revealed that on average 54 per cent of those who wish to study actually take up university or college places in the year in which they leave school, and a further 23 per cent do so in each of the following two years.

To allow for these variations the KMK has followed previous practice in drawing up two projections which differ considerably in their estimates of maximum student numbers. In both cases it has been assumed that the current annual intake of foreign students—9,000 in universities and 2,000 in the *Hochschule*—will remain constant.

The first projection envisages that 75 per cent of those qualified will apply for study places. This

is the 1976 figure which the KMK considers to be the lower limit of the demand for higher education in the long term. On this basis the number of new entrants to universities and colleges will climb from 182,000 in 1980 to 219,000.

Underlying the second projection is the assumption that the proportion of young people wishing to study will increase annually from 77 per cent in 1980 to 85 per cent by 1990. This would result in a peak in new admissions of 236,000 in 1986.

The total student population is expected to pass the one million mark in 1982 and to continue rising until 1988 when it will reach 1,233,000, according to the first projection and 1,321,000 according to the second. Both projections show a decline until the end of the period covered, with the 1980 total of 987,000 being reached again in either 1993 or 1995.

Competition on the graduate job market will be most severe in 1992 when the estimated numbers of people completing their courses are 201,000 and 216,000 respectively.



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## Trial in the summer sun for Spain's teachers

by John McNair

BILBAO

The secondary schools of Madrid in the summer provide a surprising spectacle: while in England it is the pupils who are grinding through their exams, in the Spanish capital it is the teachers who are suffering.

In classrooms all over the city the tribunals of examiners for the various subjects meet to select the best of the teachers for promotion to permanent senior posts. For this is the time of the post-graduate trials.

The teachers come from all over Spain—most are young graduates, but some have 10 or more years' teaching experience—to compete for a strictly limited number of established posts in secondary schools, and the coveted title of *catedrático*.

Like the university teacher, the *catedrático* holds his post as a personal property, from which he cannot be dismissed: once it is his, it is his for life.

Seventy tribunes, considered to be successful, are selected each year, and compete in a series of examinations for permanent posts in secondary schools. The Ministry of Education in Madrid, when they learned all vacancies had been filled and no posts were available for them. They were told the Ministry could do nothing to help them, and one now hoping for direct political intervention in their case.

But the way to the top is pretty rough going. The candidates assemble in large numbers for the first tests, in a Madrid where the temperature is usually between 80°F and 90°F at this time of the year, and they know that if they stay the course it will be at least a fortnight of trials before they attain the prize they seek.

Each test in turn is eliminatory, so that the number of candidates is reduced steadily at the day by day. In an English tribunal this year, for instance, the 195 candidates who first appeared were reduced to 31 by the last day, and 30 passed. A Spanish language and literature tribunal passed 16 out of 161 candidates.

There are five examinations, four of them school certificates, selected by lot from the Education Ministry's register, and one university teacher as chairman. The assessments are based on their own experience only, are pooled.

Before the tests begin the candidates submit a *memoria*, or short thesis, outlining a proposed syllabus for the candidate's subject.

The first test lasts four hours, is written on two subjects drawn by lot from a published list of between 100 and 150 topics. A topic in English, for example, might be "the definite article", or "Byron, Shelley, and Keats". These are then collected, and the candidates appear one by one before the tribunal to read them aloud.

Those who survive this test go on to the entrance, the retreat. For this, the candidate chooses one of the three topics drawn by lot, and is allowed four hours in which to prepare an oral exposition of the subject. During this time he is allowed any books and materials he needs. Later he appears before the tribunal and delivers a lecture on the topic.

Occasionally the tribunal may question, but this is a rare occurrence, and the candidate is speaking to five expressionless faces.

It is hard to know at this stage what the candidate's more sympathetic, nervous candidate, who has been waiting for hours and often days for his turn to perform (and any candidate who fails to appear immediately he is called is automatically failed)—or the tribunal members, who spend 10 hours a day listening to candidates' oral presentations.

The final test—and by this time the numbers in any subject will be down to the 20s or 30s—is a set of practical tests in the subject. In the case of English these are dictation and grammatical exercises.

Then, as the last evening draws on, the candidates wait together for the final verdict. By this time, after a fortnight spent in each other's company, largely spent waiting in the empty classrooms, they have formed a few places available—forked bonds of fellowship which last for years. "I was an opponent with him," has something of the flavour of St Crispian.

The outsider can only marvel at this process, which offends against the canons of reliability, which is grossly exaggerated in its use of the time of examination, and candidates alike, and which involves such strain on both. It is, too, a test of memory rather than of teaching skill.

To its defence it can be claimed that it symbolises a high valuation of intellectual achievement, which needs to be preserved in a time of uncertainty and change. More practically, in a country in which the odorous public competition of this sort is at least seen to be fair.

For many, Spanish educators would welcome a change. The difficulty is that the *catedrático* is still a person of some prestige and influence, and one who has fought a tough battle to reach that status will not lightly let his status be achieved. It is more easily

unthe entrance, the retreat. For this, the candidate chooses one of the three topics drawn by lot, and is allowed four hours in which to prepare an oral exposition of the subject. During this time he is allowed any books and materials he needs. Later he appears before the tribunal and delivers a lecture on the topic.

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It is hard to know at this stage what the candidate's more sympathetic, nervous candidate, who has been waiting



# Road safety: invest in education

Sir,—It always is reassuring to read of government concern at the numbers of children who are casualties in our roads, even as bus passengers (The TES, August 22). While acknowledging that there is always room for improvement, one wonders at the wisdom of the cost of providing "US-style" safety buses and if this would bring value for money when many of the bus incidents reported about schoolchildren perhaps are due to lack of supervision.

Your report quoted figures of 361 child bus passengers injured, 32 seriously, and one death in 1978. Very tragic and worrying, but in Stoke-on-Trent alone during the same year, nearly the same number, 312, were hurt in all types of road accidents. Nearly 200 more pedestrians and of these, 31 were seriously hurt. Seven children died on the roads, five pedestrians, one cyclist and one from a car passenger.

While no-one would pretend that the inadequate attention paid to road safety education by educationalists—both those who administer and those who teach—is responsible for the "incredible" number of more than 600 dead children among the 52,000 child road accident casualties reported in 1977, a greater acknowledgement of the value of education in the form of traffic and road safety education undoubtedly would contribute in the reduction of the figures. It also would cost less than introducing costly expensive extra safety measures on school buses—when public service vehicles really have an excellent safety record in view of the millions of miles they travel.

Serious attention in road safety and traffic education is paid by teachers. Not enough time in the curriculum, the importance of basic skills, not the task of teachers, not "real" education, in a "gimmicky" intervention with swimming lessons or sports are some of the many reasons given to avoid coming into contact with road safety education. Yet schemes exist all over the country which integrate road safety and traffic education with other subjects, and any teacher who is prepared to undertake this kind of work finds other educational benefits from including some road safety into his everyday classwork. Indeed, many teachers I know appreciate the enrichment of their lessons by this type of input.

Already small road safety budgets are further reduced, and my road safety officer colleagues work harder to break through the hardening resistance of some teachers. So if there is money to spare for road safety let it be put into the valuable field of education, so that teachers may be persuaded to educate to maintain life in among their falling falls—and to be adequately supported in so doing.

Incidentally, the teachers of Stoke-on-Trent can be encouraged by their increase in effort during 1979. Numbers of child road accident victims in this fair city fell from 312 to a mere 245—and only two of these (both pedestrians) are dead.

RICHARD COLLINGRIDGE,  
Mnstrs,  
Senior Road Safety Officer,  
City of Stoke-on-Trent.

## Work on the boundaries

Sir,—I was pleased to read in Mr Andersson's letter (August 22) that the alteration of CSE grades in my own school was less extensive than I had been led to believe, but he makes my point for me when he says that only work on the grade boundaries is read by moderators, the remainder being "checked" or "scored", and since Mr Andersson asks for constructive proposals for improving the moderation procedure, I would like to suggest that all regraded work is (i) read by moderators and (ii) identified by candidate number and the revised grade communicated in the teacher-assessor list order to demonstrate to him the board's standards.

E. J. ROACEY,  
78 Cromford Way,  
New Malden,  
Surrey.



"Look, do you lot want to hear about my fantastically rewarding holiday working with underprivileged Eskimos on Baffin Island, or not?"

# In defence of council nurseries

Sir,—I have been on holiday recently weeks end, consequently later by Helen Penn (July 22) only just came to my notice. I am in agreement with Helen Penn's comments on the particular stance of Dr Penelope I was disturbed by the "dismissive" by Ms Penn of council nurseries. I have been very closely with the day nurseries, a number of London boroughs, the last five years. The quality of establishments and staff is undoubtedly varied—this is hardly surprising and such variations are to be found in the statutory system. However, a wide range of features is simply not being apparently without the inclusion of innovative developments, which is going on, and the absence of solid information on nurseries classified as "community provision" are meeting and causing the difficulties facing local authority nurseries.

Many local authority nurseries have to cope with a concentration of children, and their parents' special needs. These needs include developmental delay, behavioural problems with the children and have increasing involvement on the part of some parents to attempt to help the children with their adult problems. One would not wish to see the termination of this concentration of children if it could be avoided. This is perhaps one of the difficulties which Helen Penn has mentioned. However, there is experience in the local education authorities and in the nursery sector to accept the evidence given by and management have coped with difficulties, as well as remedial and intracultural problems. The performance is not likely to be further developments in council day nurseries are critical and rejected out of hand.

JENNIE LAISLEY,  
104 Brudenell Road,  
Landon SW17.

## Starting at the beginning

Sir,—As a teacher who qualified years ago, I was very pleased to read the article "Helping teachers" by Gargo. Yes (August 1).

The current black school practice during the last 10 years appear to have played indeed in enabling many students to learn. In shattering many students to their hard-won academic skills and knowledge will prove of use in a subsequent teaching career. The additional one or two weekly practice in school through the PCE year, arranged by the London Institute of Education and Whitehall College, are a step in the right direction. It is to be hoped that the current course planned for students at Newcastle Polytechnic in 1983, whereby virtually the entire postgraduate year is spent in school, will not only be a success, but all future training will take the best point of the old pupil-teaching system. That is initial training commences in the classroom, sparing students who are unable to control, or even in some cases to work with, children, subject to possible failure in the final, and expensive, school training.

C. G. LOADER,  
200 Leybourne Avenue,  
Bournemouth.

Letters for publication should be short, as possible and should be sent on one side of the paper. The editor reserves the right to amend them if necessary.

# The quiet resignation 'trap'

Sir,—I wish to bring to your attention a disturbing feature of the employment of teachers: the "quiet resignation" trap. I was suddenly, without any previous warning, directed to the office of a senior education official. There an allegation of unprofessional conduct was made against me, the nature of this being such that I would be, in my own mind, a "quiet resignation" trap.

Employed as a science teacher in a mixed secondary modern school, I was suddenly, without any previous warning, directed to the office of a senior education official. There an allegation of unprofessional conduct was made against me, the nature of this being such that I would be, in my own mind, a "quiet resignation" trap.

Subsequently, it became clear that I had been the victim of an unfair procedure, and I entered a claim for unfair (constructive) dismissal to an industrial tribunal against my former employer. At the hearing the matter simply became a dispute between myself and the representative of the education authority. I was interviewed by a third party, who was actually said at this meeting, "No third party had been present at this meeting, notwithstanding the fact that the Articles of Government issued by the DES relating to the employment of teachers specifically stipulate that a third party shall be present whenever a teacher's dismissal is discussed. The industrial tribunal case, quite correctly and for no adequate reason, was to accept the evidence given by the local education authority officials that I had seen and heard the hearing before the appeal tribunal effectively produced the same result.

It has become clear from other cases that I have heard about that this procedure, where a teacher has become an embittered man to his school in some way, and this can be far a variety of reasons, is one that is commonly employed. Teachers are, in this situation, frequently advised to quietly resign, informally, after it has been communicated to them in some way or other that failure to resign will result in dismissal with the most serious consequences for their career. The most that an education authority will now have to fear is a claim for constructive dismissal, which is very much harder to establish since after dismissal the onus is on the employing authority to show that it was a fair dismissal.

Teachers should be much more aware of this particular infringement of their rights and, in particular, that they are subsequently negotiating from a weak position if they resign and then later, feeling unfairly treated, try to do something about it. Experience has shown that it is indeed extremely doubtful whether a teacher is better off to resign than to be dismissed in terms of his future career.

D. M. HOWARD,  
Weston-super-Mare,  
County of Avon.

Oracy examined  
Sir,—Would you be kind enough to allow me the use of your letters page to request some help from your readers?

I am currently doing some research into the importance of oracy in the English syllabus. I am especially interested in the experiences of those teachers who made aspects of oracy examinable in the Made Threes CSE. It would seem that we are about to embark on a similar programme here. To be? And what to be? Are the burning questions. Would anyone care to advise by writing me at the address indicated?

A. W. FRYOR,  
27 Brington Street,  
W. Leamington,  
Perth,  
Australia.

# Fascism no alternative to Spanish youth

Sir,—Your front-page publicity, the caption and James Coocell's article in your issue of August 22, "Come back, Franco, all is forgiven", appear seriously misleading. Whatever disaffections there may be with Spanish youth and education since Franco's death, there is nothing in the article to justify a claim of widespread desire among the part of the Spanish people to return to fascist rule. A single slogan at Madrid University

(written by a student, parent or radical Falangist?) is not sufficient evidence. One might equally well associate an article on current misgivings about the state of German youth and education with some isolated example of ex-Nazi graffiti, and use a caption "Come back Hitler, all is forgiven".

R. G. H. SCROPE-HOWE,  
350 Holbrook Lane,  
Traubridge,  
Wiltshire.

## Modern language grades

Sir,—I am at present studying the correlation between O and A level results in modern languages.

I therefore wish to hear from colleagues who can help by providing the following information: name and address of school/college to which with the name of the person supplying the data, names of pupils with their grades in modern languages at O and A levels and year of examinations, the languages offered and the name of the examination board. Any comments about the results by the person supplying details would also be much appreciated.

All information will, of course, be treated as confidential.

It is hoped that an article can be produced in the near future making known the findings of this random pilot study.

H. PAVNTER,  
85 Olderton Road,  
Orpington,  
Kent, SE8 3JF.

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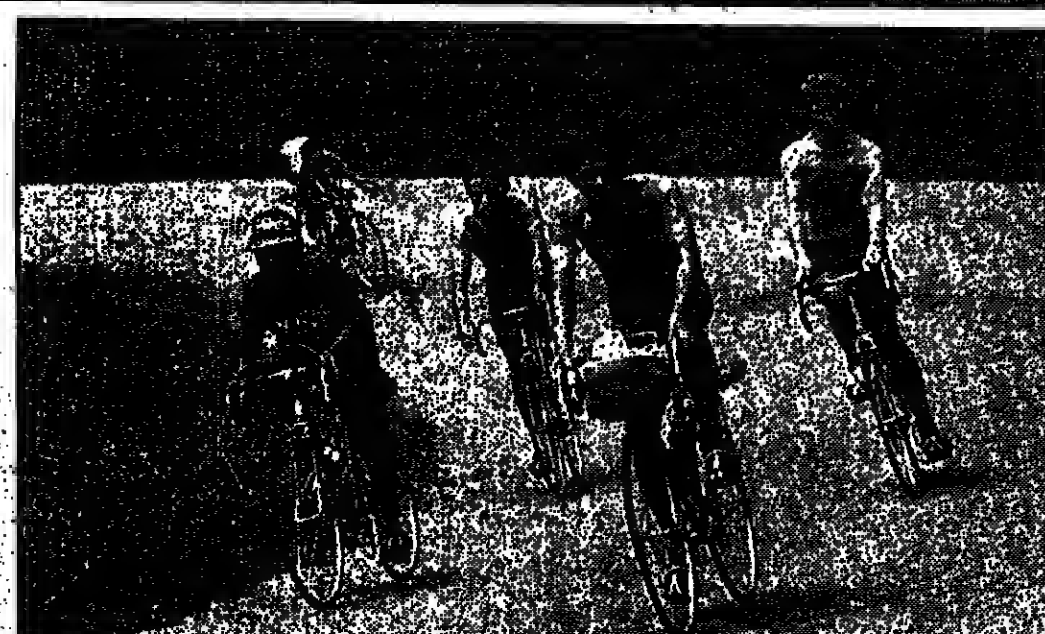
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... ..



The children who cycled across America this summer learned about cultures and lifestyles as well as physical endurance. Alan Evans reports.



A high-contrast, black and white photograph showing a group of people in a dark, cluttered environment. In the foreground, a bicycle wheel and frame are visible. In the background, several figures are standing near a wall or fence, with a bright light source illuminating the scene from above.

Sometimes we had lengthy pauses in the cycling to visit places of interest or meet special people. In Berea, Kentucky, we explored the campus of Berea College and learned something of the difference for students in the United States compared with those at home. The college has been running for well over 100 years except for an interruption during the Civil War. It was established to extend the educational opportunities of the people in the Appalachia. Students pay for their tuition by working 10 to 20 hours a week for the college. They grow, prepare and serve the food in the halls of residence, several of which were designed and built by students.

In Whitesburg, Kentucky, near the border with Virginia, the heart of

The young people exhibited grit and determination which opened for them a wealth of experiences. They demonstrated the heights of accomplishment to which young people can rise once their interest and commitment have been won. Their discipline and energy carried them

The British youngsters were given a welcome of superlative proportions and then they rushed headlong into the Atlantic Ocean, which had been beckoning them all this way from the Pacific coast. This exhilarating swim—and the five-star lunch on the Yorktown waterfront—brought to a conclusion this remarkable venture: a physical feat of considerable magnitude, a horvost of enriching experiences, memories of which will remain with the young people for the rest of their lives.

● **Abn Evans** is the head of the education department of the National Union of Teachers. He planned and organized the venture, and designed the route.

## features

## Achievements

- Cycled 3,890 miles from Neah Bay to Yorktown in 38-days beating the best previous record for secondary school pupils by 7 days
- Broke an unofficial world record for a 13-16 year old school party by cycling 215 miles in Nebraska from North Platte to Seward
- First school party to cycle an average of 100 miles a day for 38 days with only one rest day, making the total time for the event 39 days





At present, opportunity to hear and study Gamelan in this country is restricted, not least by the fact that the only set of instruments is the one lent by the Indonesian Embassy for these concerts. The programme was thoughtfully chosen and introduced with universal listeners in mind: a guide to the orchestra composed by its director, some simple classical pieces, a selection of modern Javanese compositions, Western instruments, were quite handy as well as enjoyable.

- Kitty Warnock







## Brian Groombridge on adult education

Adult educators have, of course, agonized over the years about the social unrepresentativeness of their students, with workers grossly underrepresented despite the fact that they are the most vocal and founding fathers and despite special but atypical achievements (university extra-mural day release workers, for example). The problem of the agonizing has not, on the whole, been marked by much theoretical cogency or practical insight. There has been little advance on the fifties' assumption that the adult education man on adult attitudes towards education, of which Keith Jackson here reminds us. Furthermore, the education man's view of adult education is mirrored by sectarian complacency, as exemplified in a damaging sense of moral superiority over people working to move further from the corner of the field, as well as

## Isabel Hilton

[illegible]

I begin that serious workers in adult education (whether exponents of the liberal tradition or not) and in other sectors of the education system, will study the arguments of this book. "Perspectives" comprises five general essays on the sociology of adult education; its individualistic ideology; its relation to community education; its growing preoccupation with "the disadvantaged"; and, using the classic conflict between the Labour College movement and the Workers' Educational Association, the theme of independence or incorporation of working class education. The second part consists of two case studies (only one from abroad—the book has a strong national reference), including reflective accounts of some of the important work being done in Liverpool, and the workers' workshops and the so-called "open access" to Learn\* scheme (a day-week

This book should at least ensure that we are all reminded that adult education is meant to be about the maintenance of social criticism as an essential aspect of democracy and, in a word, about liberation.

## Eric Church

that is supreme: its building is thoracically, its "corroset" and its "corset" by the "skilled men living in their midst," all made through the eyes of one woman, granddaddy was a skipper of such a craft. With such personal involvement, the Charleston riverside community, with its masts and beaverpelt-dominating towers, its litro-wind up and two down house, its roving robery community, its derelict, depression, mechanization and the destruction of two World Wars, but that is not what we see. The closing of the Dakota is the real disappearance of the settling back of the picturesque characters who manned them. Based on so many self-taken testimonies, and photographs and color photographs, and

## Peter Dormer

in Ron Mitson's case study of curriculum development at the Abraham Moss Centre (where this school is a part of a larger community complex), the philosophy behind the curriculum is stated clearly: comprehensive education entails equality of opportunity which in turn rests upon mixed-ability teaching. Mixed ability teaching will not work unless the course material is structured to enable each child to work at his or her own pace and, because one teacher or his own cannot supply the full

## Colin Richards

The book attempts to trace the change from a partnership model of curriculum control said to characterize education in the 1960s to a complex system of accountability in the 1980s. The book is short for such an ambitious enterprise. It has chapters on the making of policy on teacher control of the curriculum, on the changing role of the DES, on the APU (Association of Principals of Universities), on the

**Educating the Young Thinkers** is an American book, which is covered with a drawing of a man in the pose of Rodin's *Thinker*. It is intended as an inspiration to teachers to reappraise their methods of teaching young children, and the chapters devoted to art, science, music and movement are instructive. The book is flawed in the fact that it has taken some of the important concepts such as the role of the child in learning to make representations of the world and turned them into an over-simplified, distorted digest.

### Clifford T. Jenkins

The author is to be congratulated on providing such a precise text which is directly related to the learning objectives in the syllabus of the Standard TEC Unit for Electronics II. Many lecturers involved in writing a college devised Unit o

One of the difficulties of teaching the principles of electronics to absolute beginners is knowing what level to pitch the practical work so that the student can fully grasp the elementary stages of the theory. *Basic Electronic Circuits* seems to go some way to solving this problem. The book contains 14 elementary graded practical exercises suitable for use in schools.

**F. W. Kellaway**

The problems have been complexified on behalf of the University of Cambridge Local Examinations Syndicate (ULES) and are based on questions already in the Special Physics papers for the candidates for these or similar papers. The questions are divided into ship- and entrance examination questions and students in their first year of degree or higher diploma courses should find the books of the utmost interest. The following is the practice explains the questions in the book, and, where appropriate, any particular syllabus, and, where there is a grouping under particular allocation is only nominal.

The guidance, given in the advice section varies from hints on an approach to an answer, to an answer, and, where appropriate, an answer, and, where appropriate, an answer, and, where appropriate, an answer.

## Martin Hollins

Parillo to the Ozonite Lay  
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evagation to use this for alight-  
illumination); and finally come  
grips with the current and  
the ozone layer. The ozone  
as aerosol propellants on the  
ozone layer.

Other chapters include items  
popular interest like the causes  
weather, changes in climates, ac-  
rain, smog and carbon dioxide build  
up, and the less-well-known but

100

In her final, summary she quotes Virginia Woolf: "Life is a jump into a halo, a transparent envelope surrounding us from the beginning of consciousness to the end, and it illustrates itself, whatever the circumstances, as it has the essential characteristics of life, such as energy, organization and adaptability. These are the characteristics that, in spite of increasing documentation, illustrate the behaviour of the universe, of the weather forecasting, is still of limited success, control even further from man's grasp, and from the evidence in this book we would be better advised to be humble in the face of the universe."

**The Book of Time,** Wilson

usually good clopper, "Measure of Time Past" by Brian John, describing the various methods of dating the remains of long ago, and concluding to reflect that "recently, in the seventeenth century the official view was still that the world was created at 10 o'clock moment in the year AD 4004." Radiocarbon dating at the turn of the long twentieth century, considered all this, as the author explains graphically and concisely, and returns to "Time in Diarrhea" which is picturesque but is extremely simply presented. The next section, "Time and Time in Time" takes several large grains of salt.

Space Today. By  
Kaya and Ward

of Norbert's husband, Dr. Robert H. Dicke, to start with a child's own ideas in space. Instead, each in its way immediately suffocates an interest under a blanket of "fact." Would it really be so hard to introduce a child to the juvenile taste for science-fiction? Or, taking another approach, to begin simply with the night sky? From the stars and planets we could move to the constellations and the mythology of astronomy, mathematics or the solar system in other directions. Astroroom demonstrates both wonder and the physical laws, and these books' chance.

## Meringueotan tales

duction to an alien sensibility reinforced by the beautiful traditional designs which illustrate the story, rendered here in the blocks of strong Indian color which are usual for mythological subjects. Originally produced for the Japanese market, this attractive book is perhaps even more suitable for Britain: Japanese Buddhism has long severed its links with the more materialistic religion of India and Japan, whose culture and values need to be understood and appreciated.

The illustrations to *Tara, Sakie Indrani and the Nishanami*

Since the book was written on an Indian market, there are words whose meaning would be self-evident to an Indian, but necessarily to a British, such as "Ragullas" and "Iaddoos," for example, are Indian sweetmeats and an "ochkan" is a long rice coat. India is now the largest producer of books in the world. An increasing number of the books produced are for an expanding children's market to which at least 15 publishers are devoting their energies. In the Enchanted Jungle, one's appetite for more.



## resources

## Generation gap

In the first of two articles on film and video cameras, Bill Hicks looks at refinements in 8mm cameras

Initially, there is little to distinguish the latest generation of portable video cameras from the 8mm movie cameras on which they are modelled, and which many in the home movie industry fear they will eventually make obsolete. But the processes by which each produces a moving image on a screen are profoundly different, with important consequences for the educational user trying to choose between the systems.

The traditional medium provides much greater scope for involving children in each stage, from filming and sound recording through editing and tiding to final projection. In contrast, video filming and playback is almost alarmingly simple, but as soon as the question of editing the results into something approaching a work of art is raised, there are difficulties. A video editing recorder cuts upwards of £3,000, and even many professionals resort to hiring editing facilities from specialist companies.

It is still marginally cheaper to equip for Super 8 film making than for video, though the gap is rapidly narrowing. And while film scores over video on portability, not requiring the constant accompaniment of a heavy recorder, it has seriously in terms of running cost. A standard 50ft Super 8 colour film cartridge, giving 3min 20sec filming at normal speed now costs more than £1, and over £2 for sound.

A three hour colour videocassette with sound costs about £12, and can be used again and again. As film costs continue to soar, and video equipment becomes lighter

and cheaper, offering greater flexibility and better quality pictures, the prospects for film are rather bleak.

The price and availability of equipment and materials, virtually obsolete that a school wishing to start film making will have to choose the Super 8 gauge. Previously regarded as the amateur format, Super 8 has now reached a stage of development where even professional use is in preference to the once dominant but now prohibitively expensive 16mm gauge. Even the cheaper Super 8 cameras for the home market bristle with refinements once exclusive to the bigger formats.

For school use, the most important consideration is probably durability. The bodies of almost all cameras on the market are made of plastic, but some plastic is better than others. All the models mentioned below are from manufacturers whose reputations for reliability and robustness, and who give guarantees in that effect.

The next most important feature is perhaps the ability of the camera to shoot single frames, so that they can be used for animation. This is much more important than having a wide range of filming speeds beyond the normal 18 frames per second. Really convincing sliv-motion shooting requires a speed of at least 48 fps, which is extremely expensive in film and should probably be left to advanced work.

Zoom lenses are almost universal, and a modest "3x" lens, covering focal lengths from, say 10mm wide

angle to 30mm telephoto, is adequate for a story—most films make attempts to extend the range. If required, the ability of the camera to shoot in low light without special lighting depends on the speed of the lens (e.g. f/1.2 is fast; f/2.8 is slower, etc) and the duration and width of shutter opening. Many cameras, especially those with the "XL" (= existing light) suffix, have wide 220 degree shutter opening and very fast lenses.

Most of the cameras mentioned also have some form of automatic exposure control, with indication in the viewfinder of when it is too dark to shoot—n very welcome film-saving feature. Other refinements, such as special effects devices, automatic focusing, and integral sound recording, are fairly common, very pleasant, but by no means essential. In the case of sound, it is often better, and involves more recordings on a separate tape recorder, which can be "erased" on to the film after editing. But so many manufacturers offer a full range of sound cameras that I will consider them separately later.

## Silent Cameras

A good-quality and basic silent camera is the Eumig Mini 3, which for about £60, provides all the beginner needs, with a 30mm zoom lens which can be extended for wide-angle filming with the optional "PMA" attachment. An auto-focusing model is available and there is even an underwater version called the Neutec (about £110), which is claimed to be sand and dust-proof as well.

The camera has fully automatic exposure control as do Eumig's larger silent cameras, the 125XL (8.40mm zoom) and 128XL (7.56mm). These have extra film winding speeds, and the 128XL has a built-in timer enabling automatic time-lapse filming. Prices are about £150 and £230 respectively.

The Canon 310XL is a very light (a little more than 1lb), strongly built camera with an excellent f/1.0 (very fast) lens, with 8.5mm-25.5mm power zoom. The "macro" facility allows close-up filming down to 20cm from the subject. Automatic exposure control indicates, by means of a red warning triangle in the viewfinder, when it is too dark to shoot. The price is about £110. More sophisticated silent cameras from Canon—the 514XL and Auto Zoom 512XL Electronic—offer extra film winding speeds, wider zoom range, and more accurate split-image range-finder focusing.

Sony's EM 30XL (about £80) has an f/1.2 lens with 10-30mm power zoom and macro focusing down to 5cm. Its stabilises the EM 40XL (£120) and EM 60XL (£140) offer 4x and 6x zoom respectively, 24fps and 36fps (slow motion) filming speeds, and full exposure information display in the viewfinder. The "EM" prefix denotes electronic shutter release which allows the camera to be controlled by a range of special accessories such as a timer for time-lapse automatic work.

Good quality cameras with roughly equivalent specifications and at similar prices are also made by Bell & Howell (models 2123XL, 2124XL, 2146XL), Beyer and Bolex.

Fujin makes excellent silent and sound cameras to their unique "Single 8" film gauge, which has many adherents who hold that the slightly different format offers greater flexibility, especially for superimposition work. Unfortunately, the innovation never caught on. But the basic AXAF 100 and 200 cameras (£80 and £100) are fine products, and Single 8 film can be used in normal Super 8 projectors.

All Super 8 sound cameras use the Ektasound system developed by Kodak, by which sound is recorded directly onto a magnetic stripe in the edge of the film via an integral microphone and tape recording head in the camera. Sound film costs about £1 more for a 50ft cartridge, with cameras and projectors costing on average about £40 more than the equivalent silent equipment. Most sound cameras allow the use of a remote microphone for more ambitious work, and can also be used with silent film.

All the manufacturers mentioned so far produce a range of sound cameras with only slight refinements in specification to distinguish them. Canon's 514 XL-S (about £220) is a good mid-range camera, having a 9.45mm f/1.4 power zoom lens, integral microphones with "soft to clear" tone control for recording in different sound conditions. It also has a sound fade control and an input for headphones to monitor the recording.

The more expensive models 514XL-S and 1014 XL-S allow even greater control over the sound process, with

continued on next page

## Cameras (continued)

inputs for various different sound sources (radios, tape recorders, separate mikes, or a mixture), and of course, have very advanced lens, exposure control and special effects systems. A new version of the 514 XL-S boasts automatic focusing which adds about £30 to its price.

It might be noted here that sound and indeed any other refinements add to the weight of a camera and shorten the life of its batteries. The AF 514 XL-S, for example, weighs 1.6kg and gets through its six 9v penlight batteries after five cartridges filmed at normal speed.

Sanyo have also added an auto-focus model to their three-model sound range—the XL 320, 420 and 620 "Supertonic" cameras. The series here is on simplicity of operation, with colour-coded controls and "yes/no" viewfinder information coupled with a large range of accessories. The 420 and 620 models have extra filming speeds (though sound can only be recorded at 18 or 24 fps in most cases). The 620 is one of the few Super 8 cameras allowing automatic lap-dissolves—i.e. superimposition, with one scene fading as another strengthens. Prices are about £265 for the 320, £320 for the 420, and £270 for the 620.

The Braun Nizo Integral 5 is a beautifully-made, compact camera which for about £250 offers an 8.40mm power zoom lens, split image rangefinder focusing, four filming speeds, telescopic directional microphone, plus time-lapse and fade-out controls.

Eimo's latest sound camerae are the only mid-price range camerae that can use the recently-introduced 200ft film cartridge. These allow up to 13 minutes of continuous shooting at normal speed, and cost

about £200 process paid. The Eimo 230S-XL with an f/1.2 10.5-26.5mm zoom lens costs about £150; the 240S-XL and 260S-XL with more features and more powerful lenses cost about £180 and £212 respectively.

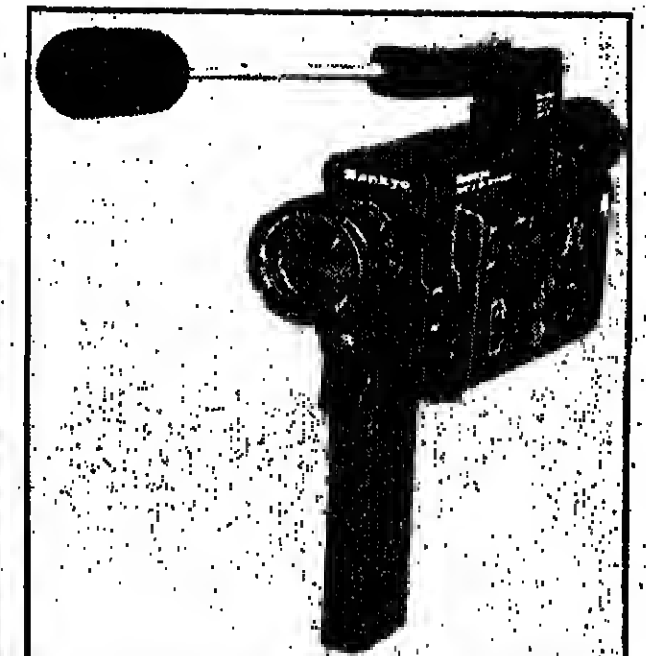
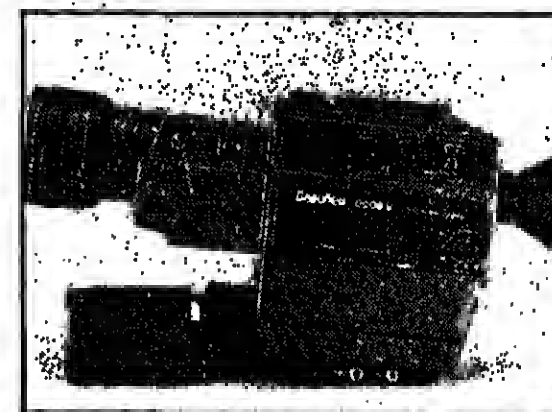
Which brings us to probably the most sophisticated of all Super 8 cameras, much used by professionalists, the French Beaulieu. Beaulieu uses glass-fibre filled polycarbonate for camera bodies, instead of the almost universal ABS injection moulding of lesser cameras; interchangeable lenses and a vast range of accessories make them uniquely versatile.

These merits apply to two budget models recently introduced, the 1018 SX8 and 1028 XL 60. They both have four filming speeds, automatic exposures and sound recording level control (with manual override on the 1028), sound and picture fade control, and an accurate "dichroic" focusing aid. The 1018 has an f/1.8 7.5-60mm lens, the 1028 an f/1.2 6.8-60mm lens, both with two-speed power zoom operation. The sound recording system is of extremely high quality, from the integral cardioid-electret microphone to the two-level automatic gain control. This can be overridden on the 1028 to allow more adventurous recordings with remote microphones, mixing boxes and other accessories. Prices are about £240 and £280.

The Beaulieu 4008 ZM4 is a silent camera but has an output for synchronising simultaneous recording with a separate tape recorder. It has a professional-standard Schneider 6.70mm zoom lens, and infinitely variable shooting speeds from 2-80 fps. Price about £500.

Finally, the G008S, at a little under £1,000, has the same lens, six filming speeds, and high-fidelity sound recording. At £115 it is the heaviest of the Beaulieu range, yet perfectly balanced for hand or shoulder-held filming.

Next week Bill Hicks surveys video cameras.



Top left, Sanyo EM30XL, with 5cm focus. Right, Eumig mini 3. Above left, Beaulieu 6008S, and right, Sanyo XL620 SuperTonic.

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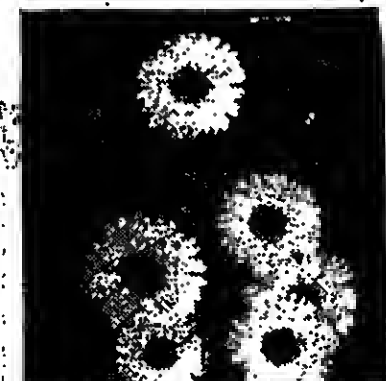
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## Little weeds

by John Barker

Common Weeds of Field and Garden  
Twenty-four 35mm colour slides with notes, £6.40  
Flowers of the Sand-Dunes  
Twenty-four 35mm colour slides with notes, £6.40  
Audio Visual Productions, Hocker Hill House, Chepstow, Gwent.

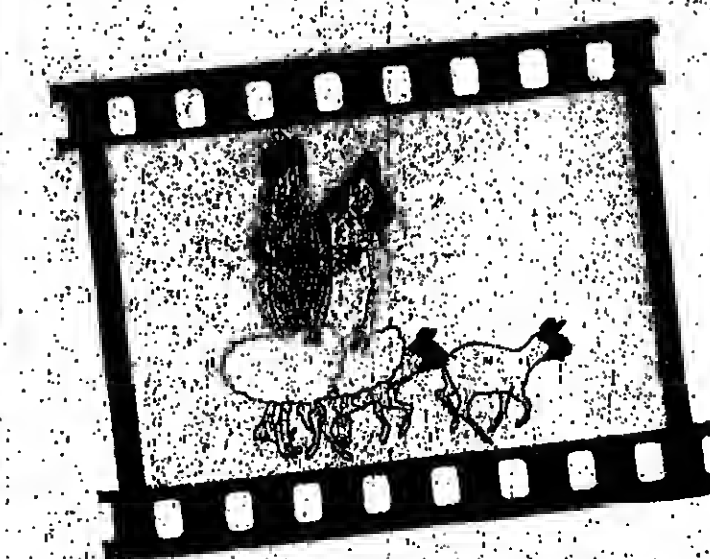
"A plant becomes a weed when it interferes with man's way of life." Many gardeners would have a shorter and more forceful definition than that, but biologically it is a good working one. The first half contains a wide range of common weeds from Goose and Groundsel to Field Bindweed and Giant Hogweed. The notes are brief, but bring out the important points. It is interesting to see how modern methods of cultivation can on the one hand almost eliminate one weed—the Field Poppy, while on the other hand, encouraging another, the Green-fruited Nigella. The economic importance of some weeds, such as Wild Oat and Fat Hog, is brought out. It is interesting to read how Pinetapple Weeds were probably spread via motor car tyres and of the boost that wartime bombing gave to the spread of the Rose Bay Willowherb. The photography is generally very satisfactory. Some of our most attractive wild flowers can be found around our coasts, and "Flowers of the Sand-Dunes" illustrates this. Examples



One common weed

from a wide range of plant families are included from the Common Spotted Orchid and the Biennial Toadflax to the biennial and Sea Holly. The photography is good and most examples are found fairly commonly around our coasts. However, a few sand dune plants such as Sea Spurge have restricted distribution, and one or two others are true sand dune plants. The notes are fairly full, although they need to be checked for correct spelling of the latinized plant names. This would be a useful set to introduce sand dunes prior to a visit. There are two irritating points about both of these sets. First, the slides are not spotted and cannot be quickly located. Secondly, there is no set identification on the mounts, and slides always get jumbled. Having said that, these sets should both be useful acquisitions to a biology department's resources—and the first will be valuable wherever rural landscapes are taught.

Conflict and restoration in the Tower of London will be explored for the benefit of sixth formers through the eyes of Thomas More, William Shakespeare and Edmund Spenser. The programme will last all day and include talks, films, discussion and formal debate. For teachers and other adults the Tower is running in conjunction with the Museum of London a two-day course on Restoration London and the link between the crown and the city. The dates are November 22 and 23. Full details of courses and booking from the Education Centre, HM Tower of London, London EC3.



ESSO, ICI and UNILEVER have jointly launched a major new series of educational films for schools.

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refreshed enough for another seven years.

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**Heric Raymond Barker is head of Delabole County Primary School**



# The drawbacks of projects

John Eggleston

If history characterises the education of the seventies, it will probably be seen not as the era of comprehensives or cuts but of projects.

There can hardly be a child who has not experienced school projects, class projects, group projects and individual projects. The topics too have become almost universal—the Royal Family, bonfire nights, Halloween, the sea and the planets, Kevin Keegan and Florence Nightingale. But there is always a chance to add to the list, as Rhodesia and most people projects show.

Teachers, faced with mixed-ability classes, integrated curricula, wide differences in motivation within a single classroom, turn thankfully to the project as the one method of organization wherein subject boundaries and differences in levels can be blurred, where it is still legitimate to assign different tasks to children of different abilities, and where all can be deemed to finish the work at the same time ready to move on to the next project in good order. Yet despite the neatness and convenience, are we not overlooking some major problems?

One of the hallmarks of the good teacher is often claimed to be the ability to capitalise upon the interests of the child. This very frequently takes the form of a project. A good illustration of such a teacher is to be seen in the account of Miss Sanders and her response to Donnie, a boy with a broken arm. It is drawn from an advertisement for educational films in an American educational technology magazine, which begins with a picture of Donnie, and continues:

"You're all hanging up your coats at school and in comes Donnie with a cast on his arm. Everybody has to see it and touch it and write on it. 'How long do you have to wear it, Donnie?' 'Miss Sanders, what makes bones?' 'How can you break your arm swimming?' 'Will it grow back, Miss Sanders?' This is the teachable moment. It's the rare moment when you really want to learn. But your

curiosity sure isn't satisfied by seeing just the cast. You want to see inside. So somebody goes to the film library and brings back a film selection on bones. You put it in the projector and—wow—a great movie. This way Miss Sanders can teach you all kinds of things—more things than anyone would expect her to know—at the exact moment when you want to learn them. And it's alive, the way you're used to seeing it."

Miss Sanders appears totally responsive to the immediate interests of the children. While it would be perhaps unfair to label her as opportunist, she seems likely to respond with different but equal enthusiasm the next morning when the pipe-layers commence work in the road outside the school, or the birds nest in the school roof.

Yet her spontaneity, though commendable, leaves questions unanswered. What are the objectives of the project that may develop on bones, daisies or nesting? What are the activities being abandoned to make way for such spontaneous work? Is allowance made for the teaching of basic skills in some other part of the day, or is it in some way subsumed within the project? And how is the project adapted to cater for the different needs and stages of different children in a mixed-ability classroom?

A feature of many projects is not so much their spontaneity, but their open organization. Often the detailed structuring of the activity is left to the child or group of children. "Go to the library or encyclopedia and find out all about feathers," is a familiar instruction. But it is difficult for even the most able to cope with so ill-formulated a command.

How much information, what sort of information, and what is the best way to handle it? Is the teacher satisfied with captioned drawings, or is a verbal account required? Is the teacher familiar enough with the literature to know whether it is adequate and, perhaps more importantly, the extent to which the children

are merely copying from the printed sources?

As parents know, the detailed work often occurs at home. In order not to disadvantage their children, some parents make regular visits to the local library to track down the material, and frequently help the child to process it. So the determinants of the child's performance are often the willingness and academic competence of their parents. Children who lack such support may find themselves



not only disadvantaged, but also carrying a heavy burden of uncertainty and confusion, against which effective learning is difficult, or even impossible.

Recently, a "hospital project" was taking place in a middle school. The activity was impressive; the teaching area set with authentic-looking props; and the children acting out the scene in the emergency ward of a large hospital after a local disaster. Unquestionably they were learning a good deal about human anatomy, medical care, the organization of a large institution, accident prevention, and much else.

Yet, after several sessions, it became clear that there were different categories of children. One small group of lively and articulate children were, in turn, playing all the major roles: surgeon, anaesthetist, matron. They were taking major decisions with confidence and aplomb. A second, rather larger, category were occupying walk-on/walk-off roles, often with little dialogue. These were the junior nurses, orderlies, stretcher-bearers.

Later, it became clear that there was a third group: the accident victims. Often they were so heavily bandaged that they were unable to move or even to talk during the sessions. From the point of view of classroom organization, the teachers had made good administrative decisions about membership of the groups.

Yet it was clear that what was happening was a highly effective system of streaming; possibly more effective than that which had occurred when the school, some years previously, had been a streamed primary school. The experience gained by the "top" group was fundamentally different from that of the "bottom" group, not only in its content, but in the expectations of life it held out for them.

A project ends for all of a group at the same time, culminating in the display of work, the dramatic presentation or whatever. When it is finished, a wholly new project begins for all the children, usually regardless of their achievement in the previous project. There is seldom filling in of the gaps.

It is possible for a child to go through a continuing succession of projects; in each one reaching minimal achievement; attaining no more than an incomplete and hazy understanding, and often a very great deal of frustration. The project method offers no kind of mechanism whereby mastery, incremental learning or even certainty of progress can be ensured.

John Eggleston is Professor of Education at the University of Keele.

## Fighting culture shock

Julio Hogedorn

Diego's enormous eyes looked at everything in amazement. Then he pushed away his pudding without a word, got up, and left the dining-room. At another table, his sister did exactly the same a few minutes later.

This time they were allowed such a show of bad manners. They were still profiting from an amnesty under which new arrivals to Our Lady of Victories Roman Catholic school in London are helped over their initial culture shock by having lunchtime whims and foibles overlooked.

Diego and his sister had only been in London for two weeks. Along with another 88 of the 147 five to 11-year-olds at the school, they are non-English; the majority being Spanish-speaking, with a sprinkling of Portuguese, Moroccan and Martinians.

The school is housed in a large Victorian building hidden in the back streets of a fashionable area of London. It is surrounded by terrace houses of the kind described as "kitchen residences". But it is not those houses which bring the children to western London. The nearby boarding, St. Maria's College, is full of school-leavers, the staff for the many schools that come up around the city, and it is there which explains the presence of so many of the children in the school.

Parents offered for chambermaids, nurses and cleaners range from £30 to £85 a week, with rooms on the same boarding being advertised at much the same prices. Most of the school's parents

are drawn to London by the availability of such jobs and by a wide network of friends and relatives who will ensure that every family has at least one room to share.

In case there is any room for doubt as to the origins of most of the children, the head, Jim Walsh, has a list of pupils' names which makes maledict reading for lovers of the Spanish language—Fernandez and Ferreiro, Paredes, Perez and Piron, Salas and Sanchez, Vicente and Vasquez. The children are impeccably turned out in school uniform: the unmistakable scent of Spanish eau-de-cologne lingers in the air, mingling with the smell of school dinners.

But, of course, there is another side to this exotism. Diego, like many of the children, has arrived at the school with an English vocabulary of four words. Other children will continue to arrive at odd times of the school year—November and February, seem to be popular months. All must be given intensive English lessons if they are to keep up with normal class work.

Jim Walsh arrived in 1974. He found that critics of the school were implying that, with so many "foreigners", standards must drop. In fact, he says, most of his children leave the school bilingual, and go on to achieve good results in their secondary schools.

The youngest children in the school stay with their class teacher. All others are withdrawn in groups of four to eight under the direction of John Crowley, the teacher concerned solely with language development. He concentrates on spoken

English, using card games, tapes, guessing games, and pictures to encourage the children to talk. He is not too concerned at this stage about the actual activity, as long as the children are interested enough in what they are doing to chatter about it.

A child like Diego would spend 45 minutes, four times a week in a withdrawal group for three years before he could cope adequately with his class work. John Crowley feels that ideally one should be able to work with the children within their own classroom; in practice, this proves too disruptive for the other children. As it is, careful liaison with the class teachers is necessary: if children in the withdrawal groups are to come and go with the minimum of disturbance.

John Crowley does admit that, to keep the groups to a manageable size, children have to be sent back to their classes too soon. Their problems can easily be overlooked in a class, he says: they may be bilingual orally, but a piece of creative writing can prove too difficult. He fears that, whatever the provision for these children, they will always be handicapped linguistically.

This is not evident to a visitor. Among the top jumpers, working at their exercise books in concentrated and studious silence, Jim Walsh can cite many examples of success. José is such a one.

He came to the school at the age of seven from a small village where he had received no schooling. At first, his aggressive and frustrated, he is now one of

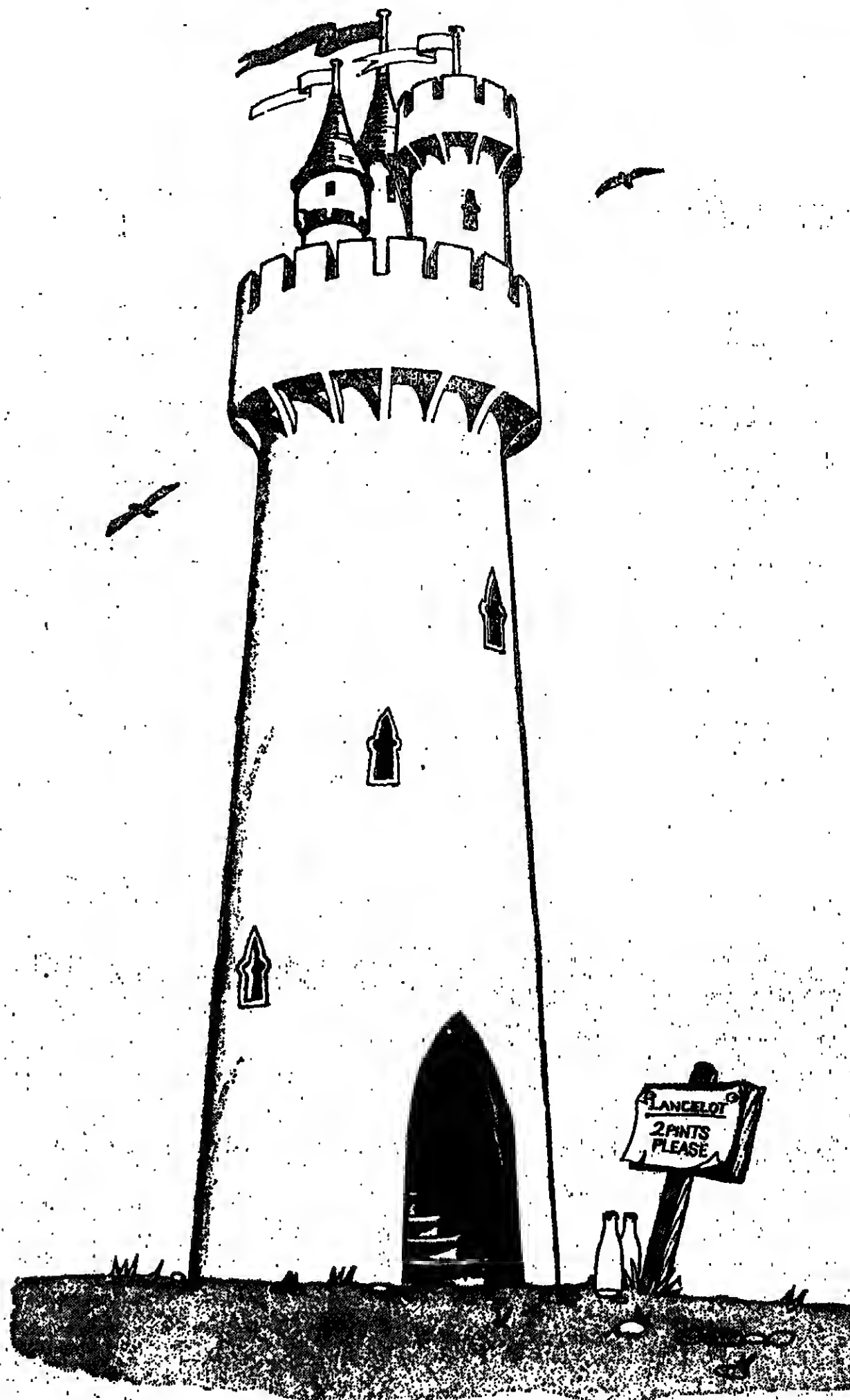
those whose English is indistinguishable from a native-born speaker. Occasionally a child who has been a late arrival at the school is kept an extra year to perfect his language before being transferred to the secondary school.

Many of the children also go to a Spanish school in the evenings, two or three times a week. Although most of them will continue through the English educational system for their entire school life, this is over quite accepted by the parents, whose constant refrain is "When we go back to Spain".

Parents play a large part in school life. Unlike an extended Spanish family, they hold socials at the school, are in close contact with a nearby Spanish order of monks, and even have their own English classes, given by a teacher from the adjacent institute, on Tuesdays and Friday afternoons. They also join in the twice weekly "reading drive," when, for one hour, everyone in the school concentrates on reading—or related activities.

Outside in the playground, Diego still stands by himself, away from the other children through the same wide omelette eyes. But, in another corner and far more typical of the school's pupils, three girls giggle and whisper to English.

All of them talk readily about going back to Spain for their holidays, of their relations in Madrid, Bilbao or La Coruña. But when asked if they are Spanish, all reply as if with one voice: "Oh, no, I'm English. My parents are Spanish." In three or four years, Diego will probably be saying the same.



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## DON'T MISS THE SPACE TRAVEL IN NEXT WEEK'S PAGES

# THE PATH TO AMALFI

Leslie Gardiner takes the hairpin bends on Italy's Divine Coast

It was once a path for goats—one of those primitive walks the romantic painter delighted in, where the overhanging crags defied gravity and Gothic horrors lurked, where a graceful baroness filled her pail at a spring and a brigand-looking fellow eyed her while taking alternate bites out of half a loaf held in one hand and half an onion held in the other... the path from Salerno, the path to Amalfi, Positano and the boat-lund- ing for Capri, the old stony track round the so-called divina costiera. Somehow they managed to build a road. They are still building it, still opening up stretches where vehicles must go in single file. Back in Salerno, at the bus station, I expressed surprise that 13 miles, Salerno to Amalfi, should take 80 minutes. But at that time I had not seen the road. "A hairpin bend every 50 metres", the conductor said—the exaggeration, but not by much.

If you arrive in Rome or Naples by one of the day flights you are in Salerno's bus station just in time to get a glimpse of the Divine Coast before the sun goes down. Then it is a mystery trip in the dark. Tiny clumps of fishing cot- tages loom up, looking as though



Amalfi's mustard-and-emerald painted cathedral.

## ALL UNDER ONE ROOF

By Catherine Munnion

Anyone at a loss for ideas on where to go for a holiday or un- able to think of anything more original than lying on a beach, is likely to find the Guide to Adventure and Discovery, recently published by the Central Bureau for Educational Visits and Packages, a highly inspiring read. It contains details of thousands of instructive and pure pleasure holidays, both at home and abroad, with some- thing for every interest and inclination.

The new guide is an expanded compilation of two smaller books pub- lished by the Bureau: Study Holi- days and Sports and Adventure Holidays. Among its encyclopaedic

they have tumbled from the heights and come to rest trembling on the last ledge above the sea. A solitary passenger brings the scent of fruita di mare on board with him. You are lulled into a daze by the steady drone and frequent gear- change and woken periodically when the bus has to take two bites at a bend and the conductor goes behind to control the manoeuvre.

An ever-obliging SITA (transport company) driver, aristocrat of his profession, puts you down at the entrance to your hotel. You step into a lift and rise several hundred feet to the reception office. You sleep. Next morning you throw open the shutters and drink it all in. The scenery is simply outrageous. You know Italy's coastline is uniformly picturesque, you know the Sorren- to peninsula is the apotheosis of it and yet you can hardly believe your eyes.

Probably there was a thunder- storm in the night. The region is noted for them. This morning the rocks glitter, waves' tails of water- falls stream down them, out of sea the libeccio (breze from Libya) has piled up a lot of broken water and all the fishing boats are bobbing about beheaded by breakwaters or resting high and dry on triangular wedges of dark sand. Traffic is on

Sailors of Amalfi brought collec- tions of holy relics home from the Crusades. They distributed various saints to friendly towns but kept the bones of St. Andrew, patron of fishermen, to themselves. His day is celebrated on June 27, anniversary of a miracle of 1544, when he rose from the cathedral crypt and created a hurricane which destroyed the invasion fleet of the corsair Bar- barossa. If you meet Mrs. Provo at Amalfi she can show you a piece of carved wood from Barbarossa's galley, hanging up over her cooker in the kitchen.

An Amalfi navigator invented the magnetic compass. Amalfi lawyers and metiers first codified the laws of the sea, covering flotsam, jetsam, demurrage and that sort of thing, and you can inspect the fourteenth-century parchment "Tables" of laws in the Town Hall. They were dis- covered in Vienna in 1929, the last tax-driver commissioned to bring the "Tables" from Salerno railway station, indignantly declined to carry old worm-eaten furniture in his new motor-car.

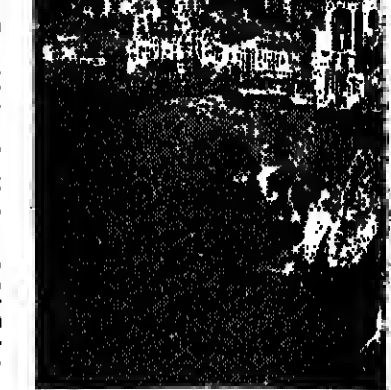
Day and night in summer the tourists flock to Amalfi, restoring its population to something like the 50,000 she boasted five centuries ago, before the cliff collapsed and half the ancient city fell into the sea. We rummage among souvenir shops—coral and gold ornaments, garish pottery, the coarse submarine vegetation of the coast, pickled or pickled. We visit venerable paper- mills—two are still working and receiving visitors. We take boat trips to Emerald Grottoes and such- like along the cliffs.

Feeling energetic, we thread the labyrinths of tunnelled alleyways and the billowing black nets dropped over the lemon groves and find a crocodile path above the torrent, through oak and mountain ash to a Bosch landscape of pinnacled cliff and cavern. British visitors, the guidebooks say, blessed these trol- lies. Within an hour you have a wider

Industrial Archaeology at the Univer- sity of Exeter.

While most of the listings have been collected with the young, 16- plus and fairly active person in mind, many involve only a modicum of physical effort. The walking in Leeds, bee-keeping in Florence and just some of the entries that can be conducted at a leisurely, contem- plative pace.

Hilary Sewell, who compiled, double checked and probably spent nights dreaming about this authori- tative collection, has basically done all the donkey work normally asso- ciated with trying to find a holiday. You will have a hard job finding all the information under any other single roof, especially since many of the organisations included are small outfits, opera-



Amalfi, once a city state, a mar- time republic.

panorama of the Tyrrhenian Sea and Calabria's coastline trending south. Amalfi's mustard-and-emerald-pa- inted cathedral is a dot in the ravine. No traffic drone reaches these heights. A dog barks, a bell tolls, a goat-bell tinkles, coming near and then fading—the goats are on a different path. For a while we are back in that era when the Divine Coast's only propagandists were a handful of landscape painters.

Amalfi, Atrani, Minori and Maiori, all set beside the sea, are halfway along the peninsula and therefore most accessible from the "mainland" centre of Salerno. Beyond Amalfi you come to Positano, liveliest resort on the coast, with night-clubs, discos, fish restaurants and a terrible parking problem. From this point, or from Sorrento on the other side of the peninsula, it is only 20 minutes in the hydro- foil to Capri, the island ever Italian traveller should see once, though not necessarily more than once.

Discerning visitors, or those who do not require tailor-made holidays, may prefer some place near the high ridge of the promontory. Several congested coastal resorts have their mountain-top counter- parts; a tortuous half-hour's drive away. Up there you have a quiet, a cooling breeze, a relatively quiet piazza which slopes to a magnificent belvedere (some communities are virtually a chain of belvederes with views towards different points of the compass)... a better selection of woodland walks, a better choice of accommodation at busy periods and frequently an idyllic escape (though still tourist-oriented) life and character.

In that category the best bet is Ravello, nine miles from, and almost vertically above, Amalfi. It has all those attractions, plus medieval cloisters and baroque villas and gardens.

One car would be useful, but the services are astonishingly compre- hensive, considering the topography. Every day a score of buses leave Salerno for a circuit of the pen- insula. Few villages on the sky- line are without at least one bus. The bus and from all but the most insignificant "hamlets" there are direct connections with Naples. One cannot but admire the steadiness of the drivers and the sympathy and courtesy of the conductors. As the Divine Coast is to everyday con- sumers the Divine Coast's buses, the rest of Italy's public service vehicles.

ing on low budgets which preclude lavish advertising campaigns. In addition to the specific listings the guide also contains lots of out- and- about, practical information such as advice of cheap accommodation, travel agencies and useful publi- cations (including the Bureau of School Travel and Exchange, pri- marily for accompanied students, 16- year-olds on school-orientated pro- grammes, and Working Holidays).

The guide is available from most W. H. Smith's or directly from the Central Bureau for Educational Visits and Exchanges, 43 Dorset Square, London W1H 3PN, for £1.50, including postage. Further information on an individual hol- iday may be obtained directly from the organizers or by calling at the bureau's information desk at 281, Baker Street, London W1M 2BJ, telephone 01-486 5101, Monday to Friday.

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Barbados: pole-gold sand, palm trees and limpid seas, and the friendliest people.

Photo: Diana W...

## RUM PUNCH AND CLARET COCONUT

Diane Spencer discovers Barbados

A taste of sugar in your mouth and salt on skin. A seductive impression of Barbados, the most eastern of Caribbean islands, which is not antirally inappropriate, as it is known as the 'Island in the Sun' from the old movie and the 'Island of Love'—at least according to the glossy shirts on sale at the tourist shops.

Certainly there is an offbeat air of jolly sexuality about this place, and over before have I met such friendly people. Barbados is a young island, 22 miles long and 14 miles at the widest point. Distances, however, are deceptive. A journey from Bridgetown, the capital, a sprawling city on the south-west coast to St. Lucy in the north, about 15 miles, can take one hour. Yet if you wait a quick sprint round the main sites, including Bridgetown, you could see them, albeit superficially, in a day.

Barbados is cheap—about 18 pence for any journey—and plentiful and they cover most of the island, so routes radiating from Bridgetown. Cars and dashing minibuses can be hired for about £60 a week; petrol is a little dearer than here. A fee of 10 Barbadian dollars, £2.40, is so presented to the local police station when you enter the island.

However, roads are narrow, and in the absence of pavements means sharing them with pedestrians and in the country with cars. As far as they all drive more or less on the left.

If like me, you do not have the kind of skin by the inclination to spend hours sunbathing or swimming, there is lots to see. Admittedly, it is a paradise for those who wish for nothing more than pale-gold sand, palm trees, limpid seas and hot sun.

The island would delight a latter-day Gilbert White. It is a naturalists' paradise. Although it was suffering from a drought on my early June visit, trees, shrubs and flowers were blooming. June 1 was the official start of the rainy season, but we were rewarded only by a short shower.

I was sorry to miss the avocado which were growing, but not yet ripe: the best time is the autumn. Barbados and the other islands of the Caribbean are the most beautiful and most beautiful of the world.

ing in reds, pinks, and oranges and bread fruit trees obligingly dropped fruit from one branch while sprouting buds on another; no wonder they were imported by the dreaded Captain Bligh to feed the slaves so cheaply.

Coconuts, more strikingly, also drop from high trees. In Walchman Hall Gully, owned by the Barbados National Trust, a delightful three-quarters of a mile trail gorge in the centre of the island, full of trees plants and animals, our guide presented us with a 'claret coconut' so called because its flesh is pink. (Being a bit of a wine buff I valued it.) Its milk was greenish, cold, and refreshing; its flesh soft, juicy and delicious; a far cry from those found in our fair grounds.

Also in Walchman Hall Gully you can see the Boeried Fig Tree which gave the island its name. Early Portuguese explorers called it 'Los Barbados' because these trees round the coast with their long, edgy, pointed roots gave them a bearded appearance. Also, only a handful remain today.

If you are very lucky you might see a monkey in the Gully; but they are rather shy.

Bridgetown has its attractions too. If you can stand the intense heat, but there is usually an air-conditioned store with duty-free shopping to escape in for a quick break. St Michael's Cathedral has a fascinating graveyard of memorials of early settlers from the sixteenth century and inside it is reminiscent of an English provincial parish church.

The east coast is the most beautiful and unspoiled of the island, and the reason for this is that the Atlantic Ocean crashes onto the beaches and sucks the sea back with a fierce undertow, therefore, no swimming, few tourists and so only a handful of hotels.

The only dangers you might encounter in Barbados are the mosquitoes, the spiny sea urchins and moray eels. The moray eels grow along the lovely beaches of the west coast and even drops of water falling from their leaves can cause skin to blister and the sea urchins are not so easily avoided. They are not the disease carriers, but reptiles and give a painful bite.

Unfortunatly, Barbados is a gourmet's paradise. The local flying fish and dolphin—'the Flipper' variety—are good; sea-spic crock food is also good; but enough is made of the delicious fruits and vegetables and given a climate, there is too much to eat.

Locally brewed bottled beer is very palatable; the rum is excellent; a light brown udder tastes good in its own or in rum punch, concoctions. Plunging into the sea, a lot of milkshakes of pineapple and coconut juice, pineapple rum punch, the best thing to a 'Mickey Finn' I have encountered.

Where to stay? For a night or two the Yoga Centre in Worthing, a few miles south of Bridgetown, which deals on a youth basis, is very cheap if basic. For the best is the luxury hotel, the coast is the luxury hotel, the coast is the luxury hotel, the coast is the luxury hotel.

Probably the best places are the smaller hotels such as the Renna, in Maxwell-00-80, where stayed: friendly, clean, good food, superb beach bar. This is one of several in the books of Transatlantic Wings who specialise in packages via Caribbean airlines, who are at present negotiating charges. If the airline accepts its application, a two-week holiday should be on the coast from about £300 for the Easter holidays.

The present owner of Felin Geri, a European Architectural Heritage Award for his restoration work on this sixteenth-century mill.

Transatlantic Wings, 70 Pembroke Road, London, W8.

## SMASHING IT WAS!

Angela Humphrey enjoys the hospitality of Welsh farmhouses

There is a reason why I haven't felt drawn back to Welsh farmhouses—until recently! The very first time I ever stayed in a Welsh farmhouse was the day after the second world war had been declared. Evidence, we were told, was that we were in April there was a roaring fire.

From Llangrannog you are within easy touring distance of Aberystwyth, a gorgeous Georgian village facing on to a tiny harbour where the Harbourmaster Hotel serves delicious local dishes. The university town of Aberystwyth is further up the coast and inland is Lampeter, the farming centre of the Upper Teifi Valley, two miles from which in Llanfair is Pentre Farm run by a young couple, Arwyn and Eleri Davies, who have three young children. They have a big playroom in the converted loft which they are happy to share with guests' children. While the children are safely occupied, parents can walk in the lovely unspoilt 'red-kite' country or fish for salmon and trout which is free on their land.

The bedrooms are a riot of Laura Ashley prints and papers and the large lounge has oak beams and an old inglenook fireplace. After an enormous breakfast of bacon, eggs, sausages, mushrooms, tomatoes and fried bread cooked by Eleri, Arwyn, in jeans and gun-boots and he is happy to share with guests' children. While the children are safely occupied, parents can walk in the lovely unspoilt 'red-kite' country or fish for salmon and trout which is free on their land.

Back on the coast, halfway between Aberystwyth and Aberystwyth, is the tiny village of Llanen where we had lunch at Bikerhyd

Here Mrs Bethan Williams (another member of the group) serves good home cooking with fresh garden and farm produce in the dining room after which you can relax in the comfortable lounge. When we were there in April there was a roaring fire.

The farmhouse has been luxuriously modernised and the dining room is open to non-residents. Eating here is, undoubtedly, a gastronomic delight since Sheila, the secretary of the group, specialises in traditional old Welsh recipes. We lunched on corned beef, a clear broth with vegetables, followed by potato/fowl/cyfraith which is turkey and bacon laid on a thick layer of chopped onion and parsley, the pastry crust having been made with flour from Felin Geri. For desert crumpets, three layers of pancakes filled with homemade strawberry jam and whipped cream.

The sun shone and the spring lambs gambolled over the hillsides while we made our way to Brynag Monel, a two centuries old 200-acre farm near Lampeter, just six miles from the lovely Cardigan coast. It is a working farm with a mile of private fishing in the River Aeron and there is also rough shooting.

Apple checked Mrs Davies changes her menu daily throughout the week and if for cream tea is anything to go by, then this is another example of first-class Welsh home-cooking. 'Very tasty, they are' Mrs Davies said urging us to try this cake, that flan and those biscuits which she had got up at six that morning to bake for us. We stayed the night there and my son had those lovely thick fleecy cotton sheets which I haven't slept between since I was a child.

Continued overleaf

extra

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## COTENTIN

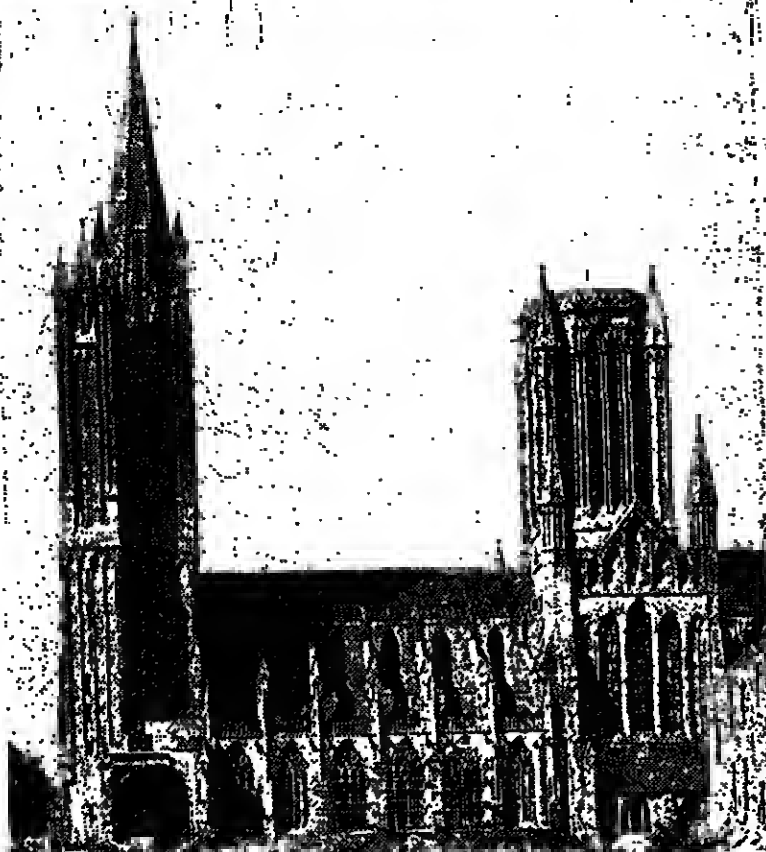
Sea, sand and jugged boar  
in the Cherbourg Peninsula.  
By Frederick Cosstick

As a native of Seaford, Sussex, I feel a great affinity with Coutainville, on the west coast of the Cotentin, the Cherbourg Peninsula. It is just the same sort of slightly unfashionable seaside resort, much loved by parents and families who are not seeking the glamour of worldlier pleasures of Brighton or Deauville. Coutainville has in its hinterland the cathedral town of Coutances, as Seaford has the cove town of Lewes. The Cotentin is the land of William the Conqueror, and not far from Seaford is the scene of the Battle of Hastings.

One advantage that Coutainville has over Seaford is that the steep, shelving cliffs of the Seaford beaches are replaced by miles and miles—rather kilometres and kilometres—of flat sands, so that, even in the height of the summer season, there is always room in comfort for everyone. Apart from its sandy strands, the Cotentin has much to offer the visitor.

Three factors, widely separated in time, have most deeply impressed themselves on the people and the land: the original Viking settlement of the peninsula; the period of the Conquest; and of Norman greatness, to which present-day Normans still proudly refer; and finally, the Allied invasion of 1944, with its widespread devastation, and the ensuing reconstruction.

The people of Coutances, the lovely cathedral town 12 kilometres inland, are still proud of Geoffrey de Montbray, one of the knight-bishops whom William chose to take part in the invasion. It was this Geoffrey who built the original cathedral of Coutances. It was destroyed by fire in 1219, and then reconstructed over a period of 70 years; it stands still as one of the most beautiful unadorned Gothic cathedrals in France, with two graceful spires and a glorious octagonal tower. From the top of this tower, on a clear day, you can see the sea to the west, and Mont Pincon, 60 miles to the east. In 1944 Coutances was very largely destroyed by fire and bombs, but, as if by miracle, the cathedral and the lovely churches of St Pierre and St Nicholas were scarcely touched.



Coutances cathedral, one of the most beautiful monuments of 13th-century Gothic in France.

Another source of local pride, closer to the sacred taste-buds of the French, are the unique salt-meadow sheep, which graze at low tide in the estuaries of the Seine, south of Coutainville, and of the Sée and the Sée, near Avranches. Gigot de pré-salé, served with vegetables from Créances, near Lessay, is the traditional Easter lunch of the area, and a very succulent meal it is.

The glory of Lessay over the centuries has been the great abbey church with its magnificent square tower. This also was constructed by order of Geoffrey de Montbray, and was regarded by Henry Adams as one of the most perfect examples of eleventh-century church architecture. In July, 1944, the retreating Germans destroyed this lovely building with explosives. This ensued one of the most painstaking tasks of reconstruction of post-war France. The rubble of the church was sorted out and classified stone by stone. Messons and experts from the Historic Monuments Office worked to gather for 11 years, and finally, on

May 1, 1959, the completely restored abbey church was rededicated by Geoffrey de Montbray's modern successor.

Travelling north from Lessay, it is worth turning off to the east from La Haye-du-Puits in order to climb Mont Castro for a sweeping view across the peninsula from Canastot to Sainte Marie du Mont. Then, at St Sauveur-le-Vicomte, you may pay homage to Barbey d'Aurevilly, the romantic novelist of the region. His tomb lies in the church cemetery in the shadow of a gaunt, ruined castle in the best romantic tradition.

Further north lies Briquere, a charming village. Its castle is the most celebrated in France, but it has character, and its polygonal fourteenth-century keep is of unusual and interesting design. From its look-out tower, 75 feet up, is another wide view of the surrounding countryside.

Just outside the town is a tiny mill, once owned by Guy de Meupassant's grandfather, and five miles to the north is the Trophée abbey of Notre-Dame de Grèges, which is open to most visitors on some afternoons. The Pôu-Pôuier is allowed to talk to visitors, though not to his fellow-monks, and he is able to give an interesting insight into the lives of these devoted contemplatives. In their austere white washed chapel, which is open to all, it is impossible not to be moved by the Christian clients and the acts of worship of the monks.

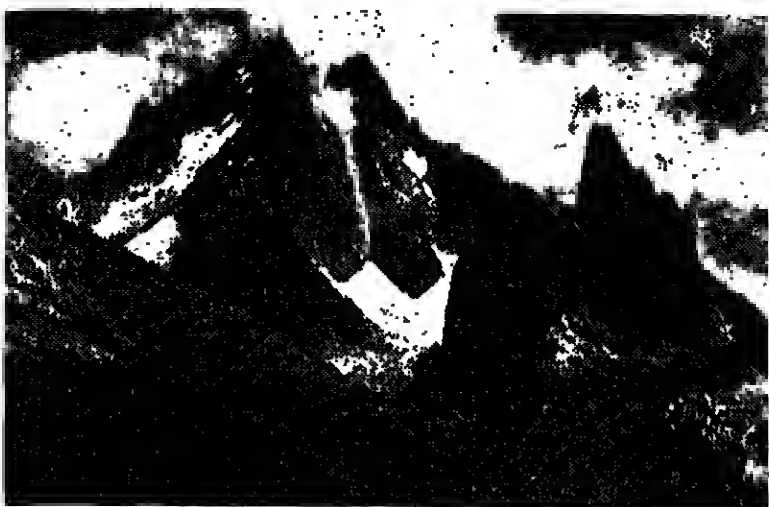
After attending vespers at Briquere, one's thoughts turn back to the inner mon, and people in the know head for a small village between Coutances and St Lô—having taken care to book in advance. At the Hôtel de la Poste in Mortain, a new luminary is shining in the world of French gastronomy, Joel Robuchon, the chef-proprietaire.

Specialising in the art of Norman cookery, with an emphasis on seafoods and game, he made his reputation by delighting the gourmets of Lyon—and there is no doubt that for a French chef that is no small feat. He is reported to have been a supporter of the Breton movement, and one of the few chefs in France who is known to be a vegetarian.

From fruits de mer to seafood, from prawns to oysters, from jugged young boar (marchand) to hare, or venison, or pheasant, to normande; a choice of 10 excellent cheeses; and a towering ice cream in the form of a mudbrump, topped with marzipan and chocolate sauce—do you like that sort of thing? I had two helpings of cheese. The best part of all is believe it or not—the bill, which is no more than you would pay for a much more modest meal in a mid-range restaurant in London. It is a great experience, which is rounded off a day's sightseeing.

## MAGNIFICENT CONTINENT

Tony Johnson has led school expeditions in Europe, Asia and Africa. For him Africa holds the most magic. In the first of two articles he recommends Kenya for East Africa. Next week his choice for West Africa will be Gambia



The peaks of Mount Kenya.

In this article I hope to stir an idea or two from which your next school expedition will be born. East and West Africa both have Commonwealth links with Britain meaning numerous contacts which facilitate your expedition planning—and no real language problem. Each is readily and inexpensively accessible by air, British Caledonian fly to West Africa and British Airways fly to East Africa.

A group charter flight to either can be negotiated for about £250. Four weeks is an optimum length of stay. Pupils can be charged about £300 with the balance for local transport and subsistence being topped up by fund-raising activities and possibly grants. A 15-member expedition takes full advantage of group air fares and conveniently fills a minibus at the Africa end.

Kenya is my choice for East Africa, and, as Nairobi is some-

thing of a world travel centre through the Kenya Tourist Office at 13 New Burlington Street, London, there is no problem contacting helpful hire firms and tour operators. Abundant travel literature will give essential stimulus and background for your project. With Nairobi as your first stop you could arrange youth hostel accommodation or maybe stay in a school. It is a perfect place to acclimatise and to avoid the culture shock of a first visit to distant parts. Nairobi is a city of clean streets, prosperous office blocks and tropical gardens. As an introduction to Kenya there are fascinating galleries of African art, well stocked libraries for your pupils' research, displays of tribal dances at the Bomas of Kenya cultural centre and a unique and densely populated animal sanctuary at Nairobi National Park but 10 minutes' drive from the centre of town.



Beyond Nairobi, there are African National Parks from which to choose. This giraffe was photographed at Amboseli.

The Wildlife Society shop is worth a visit for books and maps while prior membership of the East African Wildlife Society would give an invaluable introduction to wildlife areas and to local enthusiasts. A safari in Nairobi would help you also to check out transport and accommodation planned for the expedition weeks ahead. From there the magic of Africa is wherever you look. Beyond Nairobi there are 15 National Parks from which to choose a focus for your expedition and double that number of reserves and conservation areas. The coast, apart from the miles of empty golden beaches, has its attractions for study centres in the ancient Arab island of Lamu, still without cars or even bicycles, and in the cosmopolitan blend of antiquity and colour to be found around Mombasa and its harbour. For a school expedition such coastal studies can be readily combined with a stay in nearby Tsavo, the biggest National Park in the world.

To add adventure snow capped Mount Kenya at 17,058 ft presents an explorer's challenge and with guidance from the Mountain Club of Kenya, P.O. Box 5741, Nairobi, several high and exciting summits are within the reach of healthy students on a three day trek using mountain huts. The ascertainment of the Rift Valley are a geographer's paradise. Lake Nakuru with its spectacular flamingoes in the Rift Valley about 200 miles from Nairobi. Sometimes with up to two million birds, 400 different species as well as some 50 different animal species, it has a self help band—cheap huts to let and an expedition base.

Lake Malindi is reached within 70 miles of the capital city via game

filled plains where Masai tribesmen tend their cattle. Beside the soda lake are more rare coloured flamingoes and up valley at Olorgesailie is a tiny National Park with abundant prehistoric remains excavated by Dr Leakey and again an inexpensive banda to use as a base.

My personal favourite for an expedition to Kenya must however be Masai Amboseli, dominated by Kilimanjaro, Africa's highest mountain capped by a snow-capped volcanic crater. The National Park is uniquely managed by the Masai elders as a tribal and wildlife conservation area. The proud and colourful Masai, Africa's fiercest warriors add a special richness to the surrounding terrain. Wooded savanna and open plains with acacia "bottle trees" are home for almost every animal Africa knows. Masai Amboseli, north the Snows of Kilimanjaro is a photographer's dream world—my last visit begged a honeymoon scene with rumpont lion mating and a blind thirsty cheetah gorging juicy gazelle for breakfast. Vast herds of wildebeest, giraffe and zebra peacefully graze amid this tranquil grassland.

Especially around the normally dried up Lake Amboseli the colourful birdlife in a fascination in itself, you will all become ornithologists. A Masai village if you can arrange an invitation will have your sociology students spellbound. Your adolescents, though not the adults, may be treated to a warm cup of milk and cow's blood. Within a circle of dung covered mud huts you may witness exciting tribal dancing and feasting. Amboseli is a stimulating and exciting environment. A marvellous ecosystem in which to study the inter-relationships of climate, vegetation, animals and man. Amboseli is a small reserve, relatively easy to visit and study. It is but a 100 miles from Nairobi. It has several safe official camp sites shaded by palm trees near Ol' Turkai Lodge. Ol' Turkai has 10 bandas and a cottage which would be worth early booking and negotiating group rates. There is also a petrol station and a snore and post office. A more luxurious



tented camp is available at Amboseli Safari Camp not far away.

The Government permit organized resident groups of school children to enter the National Parks of Kenya for less than five pence and it is well worth liaising well in advance with the Education Department (to meet local school children and possibly camp in village schools) and with the Wildlife Department to secure the maximum goodwill and assistance for your stay.

To photograph the Masai and to visit a real tribal village possibly with an interpreter or local commissioner is only possible through government agencies. Obviously school groups from Britain are rare so this plus the natural hospitality of the Kenyans will stand you in good stead if you carefully prepare your visit and plan most carefully. Given this you will have the experience of a lifetime.

Useful addresses: Kenya YHA, PO Box 43661, Nairobi. East African Wildlife Society, Private Bag Nairobi Station, Nairobi. Young Explorers' Trust at the Royal Geographical Society, Kensington Gore, SW7 2AR. "Camping in Kenya", John Arkle: News Publishers, Muriel Ngina St, PO Box 30339, Nairobi.



## Hourmont in Europe 1981

Once again we have further expanded and improved our European Tour Programme. New for 1981 is the sun drenched island of Malta where, in common with our policy in Majorca and Lido di Jesolo, we have arranged excellent accommodation. The resort of Bugibba, on St. Paul's Bay, is a pleasant fishing village and offers a good selection of entertainment and bathing facilities.

Also new is an exciting air tour to Krakow, Poland which is a treasure house of art and architecture plus an extended programme to France including Port d'Albret on the Landes Atlantic Coast, Sere in the Beauce region, Blaise in the Pyrenees, and Le Garde Freinel on the Côte d'Azur.

We are again offering the right prices without sacrificing quality, a wide range of excellent centres based on good accommodation. Hourmont's unbeatable Continental organisation plus the experience and care which will ensure that you and your party have the very best value available in school travel today.

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School.....  
Address.....  
Tel. No.....  
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# Gwent

## County Council

Applications are invited from qualified teachers for the following vacancies, required for the 1st January, 1981.

- CALDICOTT COMPREHENSIVE SCHOOL (11-18)**  
**SECOND DEPUTY HEAD TEACHER GROUP 12**  
**BETWIS COMPREHENSIVE SCHOOL (11-18)**  
**CROESYCEILOU COMPREHENSIVE SCHOOL, CYMRIDIAN (11-18)**  
**SECOND DEPUTY HEAD TEACHER GROUP 11**  
**LLEWELLYN COMPREHENSIVE SCHOOL, NEWPORT (11-18)**  
**DEPUTY HEAD TEACHER GROUP 11**  
**ROSE HEYWORTH JUNIOR COMPREHENSIVE SCHOOL, ABERYSTWYTH (11-14)**  
**DEPUTY HEAD TEACHER GROUP 7**
- This will be a substantial teaching commitment. Application forms and further information obtainable from Director of Education, County Hall, Gwent, NP41 2XG, returnable by 27th September, 1980. (S.A.E.)

## BOROUGH OF HAVINGEY

**ATKINSON PARK SCHOOL,**  
 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

**FIRST DEPUTY HEAD TEACHER**  
 Candidates for this post, in addition to ability, energy and enthusiasm, should have a successful record of teaching including curriculum development experience. Responsibilities would include co-ordinating the School's curriculum, and assessment arrangements and constructing the timetable. Experience in some or all of these areas would be an advantage. London Allowance (£408) payable. Removal Expenses—100 per cent allowed in approved cases. Application forms and further details are available from the Headmaster and should be returned to him by 20th September 1980.

**London Borough of Enfield**  
**ST. IGNATIUS COLLEGE**  
**LOWER SCHOOL**  
 Enfield Road, Enfield, Middlesex EN2 7HN

Under the direction of the Society of Jesus, Sevenform entry Lower Comprehensive School, 11-13 years, 420 boys. Excellent facilities. Required January, 1981, or sooner if possible.

**DEPUTY HEAD TEACHER**  
**Group 6**

Doing to the promotion of the present holder. A wide range of administrative skills and experience are necessary for this key post. London Allowance payable, £408 per annum. Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.

Apply by letter to the first instance to the Head Teacher, giving curriculum vitae and the names and addresses and telephone numbers of two referees as soon as possible. A previous applicant should do this.

**Walsall Metropolitan Borough**  
**EDUCATION COMMITTEE**  
 Pelsall Comprehensive School,  
 Pelsall Lane, Rushall, Walsall,  
 West Midlands WS3 1NG  
 Required for January, 1981

**HEAD OF UPPER SCHOOL**  
 (Senior Teacher)

The vacancy arises following the promotion of the first holder of the post. The successful candidate will be responsible for the academic progress, social development and general well-being of all pupils in the 4th, 5th and 6th forms. He/she will be a member of the senior Management team and will be fully involved in all curriculum changes and the organisation of the school in general and it is hoped that he/she will wish to be involved in all aspects of the life of the school. Application forms and full details of the post are obtainable from the Headmaster at the school on receipt of an S.A.E. Closing date: 22nd September 1980.

**CHESHIRE**  
**EDUCATION COMMITTEE**  
**ST. JOSEPH'S**  
**CONVENT SCHOOL**  
 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

**By Subject Classification**

**Art and Design**

**Heads of Department**

**ESSEX**  
**COLUMBIAN COUNTY HIGH SCHOOL**  
 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265,























## MINISTRY OF DEFENCE (ARMY) QUEEN VICTORIA SCHOOL DUNBLANE, PERTSHIRE

This boarding school for 260 boys, 9-18, the sons of Service parents requires a GRADUATE to teach English in SCE 'O' and 'H' grades, with some Modern Studies. An interest in Rugby, GCF and outdoor activities would be an asset. There may be an opportunity for an Assistant Housemaster/ship.

Living on the estate is obligatory and married or single accommodation is available at a fair rent. Salary in accordance with the Scottish Teachers Salary Memorandum plus a Boarding School allowance. Applicants must be registered or eligible for registration with the GTC. Application forms from the Headmaster quoting ref. No. TES/1.

## DUMFRIES AND GALLOWAY REGIONAL COUNCIL

### EDUCATION DEPARTMENT

Applications are invited for the unadvertised position from suitably qualified persons who have had considerable experience in a senior promoted post in a Further Education College:-

## PRINCIPAL

DUMFRIES AND GALLOWAY COLLEGE OF TECHNOLOGY, HEATHHALL, DUMFRIES

SALARY: £18,344-£17,323 (Group 5 College). The College has Departments of Science and General Education, Engineering, Construction and Commerce serviced by 64 lecturers.

Courses range from School Leaver courses to Higher Certificate courses in the various Departments.

Application form, together with further information, may be obtained from Director of Education, 30 Edinburgh Road, Dumfries, to whom completed forms should be returned by 28 September, 1980.

## SCOTTISH LIST'D SCHOOLS SENIOR PSYCHOLOGIST

### A Clinical or Educational Psychologist

is required for the South-East Area psychological service to List'd (formerly Approved) Schools. The successful applicant will work within a team contributing to the assessment and support of children and their families and offering a range of consultancy services to the heads and staff of List'd Schools.

Preference will be given to candidates who have had experience of individual group work and all candidates will be expected to have a sound knowledge and understanding of the theories of human growth and development.

Salary Scale with effect from 1st September, 1980, £7,872 to £8,883 (under review).

Informal enquiries to Dr. A. R. Forrest, Principal Psychologist, 22 Cluden's Crescent, Edinburgh, telephone (031) 667 9383.

Application forms and further particulars from Miss Scott-Moncrieff, Thomson & Shields, C.A., 17 Melville Street, Edinburgh, telephone (031) 226 9281, to be returned by 19th October, 1980.



KINGSWAY TECHNICAL COLLEGE  
OLD GLAMIS ROAD, DUNDEE

## LECTURER B PLUMBING/HEATING & VENTILATION

The successful candidate will be responsible for the education and training in the job of plumbing and heating and will also have the opportunity to contribute to the development of the building department. Application forms and further particulars may be obtained from the Principal or the senior officer to whom completed forms should be returned by Friday, 20th September, 1980.

## SCOTTISH APPOINTMENTS

### EDINBURGH

#### ST. MARY'S MUSIC SCHOOL

#### DIVISION OF MUSICAL STUDIES

#### No advertisement

Applications are invited for the post of Assistant Director of Music at St. Mary's Music School in Edinburgh.

St. Mary's is a specialist music school for gifted young musicians and a short school offering general academic and specialist musical tuition to children aged seven to 17.

The person appointed will be in overall charge of all musical activities in the school, having overall responsibility for the musical and general educational aspects, and will be expected to participate in the school's musical and general educational life.

It is expected that the person appointed will be a qualified music teacher with a minimum of 10 years' experience in the field of music education and will have a good knowledge of the musical and general educational life of the school.

Applications should be sent to the Director of Music, St. Mary's Music School, 100 Colinton Road, Edinburgh, to whom completed forms should be returned by 19th September, 1980.

Applications for this post, which is vacant and is to be filled on a full-time basis, should be sent to the Director of Music, St. Mary's Music School, 100 Colinton Road, Edinburgh, to whom completed forms should be returned by 19th September, 1980.

Applications for this post, which is vacant and is to be filled on a full-time basis, should be sent to the Director of Music, St. Mary's Music School, 100 Colinton Road, Edinburgh, to whom completed forms should be returned by 19th September, 1980.

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### Science

#### GLASGOW

#### KELVINGROVE ACADEMY

#### Required for October 8, or 10

#### as possible. Over 1000

#### places in 10th grade, with PHY-

#### tics 10th grade. This is a

#### temporary post initially, but a

#### permanent position would be available

#### for a suitably qualified candidate.

#### Two persons might also be con-

#### sidered. Successful candidates

#### will be expected to have a

#### minimum of 10 years' experience

#### in the field of science education

#### and to have a good knowledge

#### of the curriculum and of the

#### general educational life of the

#### school. Applications should be

#### sent to the Director of Education,

#### Room 211, Viewforth, Stirling,

#### FK8 2ET.

#### Completed application forms should

#### be returned to the Principal, Kel-

#### vingrove Academy, Kelvingrove

#### Road, Glasgow G3 7JH, by 19th

#### September, 1980.

#### Applications for this post, which

#### is vacant and is to be filled on a

#### full-time basis, should be sent to

#### the Director of Education, Room

#### 211, Viewforth, Stirling, FK8

#### 2ET.

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#### 211, Viewforth, Stirling, FK8

#### 2ET.

## Central Regional Council EDUCATION DEPARTMENT

### Falkirk College of Technology

Applications are invited for the undernoted posts from persons holding the requisite qualifications.

## 1. Fabrication and Welding— Lecturer 'B'

Applicants should possess an H.N.C. (Engineering), Full Technological Certificate in Fabrication or Welding or other appropriate equivalent qualification together with relevant industrial experience. The post involves teaching a range of Craft and Technicians courses in sheetmetal, fabrication and welding, and includes orthographic drawing and sketching associated with these courses.

## 2. Communication and General Studies—Lecturer 'B'

Applicants should hold a degree in Arts or Social Sciences and will be expected to teach Communication and General Studies to students following courses in Business Studies and Craft/Technician Education. The teaching of S.C.E. classes is a possibility. Approved teacher training would be on advantage. Salary Scale: Under review.

Lecturer 'B'—£5,445-£7,992. Placing will be given for appropriate industrial and full-time teaching experience. Further details and forms of application are available from the Director of Education, Room 211, Viewforth, Stirling, FK8 2ET.

Completed application forms should be returned to the Principal, Falkirk College of Technology, Grange Road, Falkirk, FK2 0AD, within 15 days of the appearance of this advertisement.

Applications are invited from suitably qualified teachers registered with the General Teaching Council for the following posts:

## Teacher of Mathematics

Bannockburn High School (telephone Bannockburn 83518).

St. Modan's Academy (telephone St. Modan's 2200). St. Modan's High School, Stirling (telephone Stirling 70982).

Further details are available from the Director of the Schools. Applications are also invited from suitably qualified teachers registered with the General Teaching Council for Scotland for part-time vacancies in Mathematics.

Application forms for the above posts are available from the Director of Education, Room 205, Viewforth, Stirling, to whom they should be returned as soon as possible.

## CLASSIFIED ADVERTISEMENTS

The charge for advertising in all classifications of the Classified Advertisements is £1.05 per line.

Minimum 3 lines. Display in classified advertisements £6.00 per single column cm (minimum space 9.5 cm double column at £114.00).

A charge of £1.50 is made for Box Number facilities.

Advertisements should reach THE TIMES EDUCATIONAL SUPPLEMENT by Monday for the following Friday's issue.

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## Tayside Regional Council

### EDUCATION DEPARTMENT

## POSTS OF RESPONSIBILITY

### PRIMARY

(A) COLLISTON PRIMARY SCHOOL, BY ARBROATH  
HEAD TEACHER  
(R.A. £1,077) Ref: 40  
This school is situated 4 miles north of Arbroath on A93. Schoolhouse available.

(A) PITKENNEDY PRIMARY SCHOOL, BY FORFAR  
HEAD TEACHER  
(R.A. £1,077) Ref: 32  
This school is situated approximately 6 miles east of Forfar. Schoolhouse available.

(D) ARDLER PRIMARY SCHOOL, DUNDEE  
ASSISTANT HEAD TEACHER (EARLY EDUCATION)  
(R.A. £1,221)

(D) WHITEFIELD PRIMARY SCHOOL, DUNDEE  
ASSISTANT HEAD TEACHER (EARLY EDUCATION)  
(R.A. £1,221)

### SECONDARY

(A) ARBROATH ACADEMY  
DEPUTY RECTOR  
(R.A. £3,322)

(A) BRECHIN HIGH SCHOOL  
DEPUTY RECTOR  
(R.A. £3,322)

## TEACHER POSTS

(A) INSTRUMENTAL TEACHER/INSTRUCTOR  
Technical Grade 6/7 £3,260-£3,330 or appropriate scale of Scottish Teachers Salary Memorandum.

Applications are invited from suitably qualified persons for the post of Instrumental Teacher/Instructor of the Double Bass in secondary and primary schools in Angus. Apply to teach another instrument, e.g. Guitar or Recorder would be an advantage. Car owned essential. Placement on salary scale would depend on age, qualifications and experience.

(A) WEBSTER'S HIGH SCHOOL, KIRRIEMUR  
RELIGIOUS EDUCATION

(P) BLAIRGOWRIE HIGH SCHOOL  
ART, CHEMISTRY

(P) CRIEFF HIGH SCHOOL  
HOME ECONOMICS

Application forms and full details are obtainable, according to post applications, from:

(A) Optional Education Officer, County Buildings, Forfar O08 3LF.

(D) Optional Education Officer, Floor 8, The Nethergate Centre, Dundee O01 4BL.

(P) Optional Education Officer, A York Place, Perth PH2 6EW.

The closing date for the receipt of applications is 28th September, 1980.

## CLASSIFIED ADVERTISEMENTS

The charge for advertising in all classifications of the Classified Advertisements is £1.05 per line.

Minimum 3 lines. Display in classified advertisements £6.00 per single column cm (minimum space 9.5 cm double column at £114.00).

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**ST. HILARY'S SCHOOL**  
GODALMING, SURREY  
(EDUCATIONAL TRUST)

A.P.S. 225 girls 3-12 + years 105 boys 3-11 years

**HEAD**

Governors invite applications for the post which will become vacant in September 1981, on the retirement of the present Headmistress.

School is developing to include boys up to age of 11 years.

Year 5, Group 5 and Government of Education for 1981-82.

Applications should be sent to the Chairman of Governors, St. Hilary's School, Holloway, Godalming, Surrey, to reach him not later than Friday, 17th October, 1980.

---

**Principal**

£16,467-£17,313


(Burnham Further Education Group V)

**The Halesowen College**


This is a new post arising in January 1981, as a result of the Council's decision to establish (in September 1981) a new Tertiary College in Halesowen to cater for all post-16 Education in the area.

Applications will be by letter and further details are obtainable from the Director of Education, 2 St. James's Road, Dudley, West Midlands, DY1 1JO, ref: 04/PGM. Telephone: Dudley 555433, Ext. 4231.

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 **DUDLEY**  
Metropolitan Borough

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 **City of WAKEFIELD**  
METROPOLITAN DISTRICT COUNCIL

**WAKEFIELD DISTRICT COLLEGE**

Head of Academic & Social Studies (Grade IV)  
Head of Transport and Training Studies (Grade IV)  
Head of Management & Business Studies (Grade IV)

Applications are invited for the above posts, tenable from January 1981. Candidates should have a degree or professional qualifications together with teaching experience in further and/or secondary education. Relevant industrial and/or business experience would be an advantage.

For further details and application forms, contact: Head of Department Grade IV, £11,892-£13,330. Application forms and further details are available from the Education Department, 6 Bond Street, Wakefield WF1 2JG. Applications should be returned as soon as possible.

---

**BOURNVILLE COLLEGE OF FURTHER EDUCATION**

100 Road, South, Birmingham B31 2AJ  
Tel: 021-478 8211

**HEAD OF DEPARTMENT OF BUSINESS STUDIES**  
Grade V

Applications are invited for 1 January 1981, on the appointment of the current holder to a Vice-Principalship. The successful candidate will be responsible for the Department in the areas of Secretarial, Course, Business Studies, and Business Administration. The successful candidate will be expected to meet the requirements of the Department of Education for the B.E.C. National level, and Compulsory Basic Education.

For further details and application forms, contact: Head of Department, Grade V, £12,842-£14,382. Application forms and further particulars obtainable from the Principal.

---

**BIRMINGHAM CITY COUNCIL**

**ST. HILARY'S SCHOOL**  
GODALMING, SURREY  
(EDUCATIONAL TRUST)

(A.H.M.P.S. 225 girls 3-12+ years 195 boys 3-11 years)

# HEAD

The Governors invite applications for the post of Head which will become vacant in September, 1981, on the ratification of the present Headmistress.

The School is developing to include boys up to the age of 11 years.

Burnham St. Hilary's Group 5 and Government Superannuation.

Details of the school and form of application may be obtained from the Secretary.

Applications should be sent to the Chairman of the Governors, St. Hilary's School, Holloway Hill, Godalming, Surrey, to reach him not later than Friday, 17th October, 1980.

---

## Principal


£16,467-£17,313

(Burnham Further Education Group V)


### The Halesowen College

This is a new post arising in January 1981, as a result of the Council's decision to establish (in September 1981) a new Tertiary College in Halesowen to cater for all post-16 Education in the area.

Applications will be by letter and further details are obtainable from the Director of Education, 2 St. James's Road, Dudley, West Midlands, DY1 1JQ, ref: 04/PGM. Telephone: Dudley 55433, Ext. 4231.

 **DUDLEY**  
Metropolitan Borough

---

 **City of WAKEFIELD**  
METROPOLITAN DISTRICT COUNCIL

### WAKEFIELD DISTRICT COLLEGE

Head of Academic & Social Studies (Grade IV)

Head of Transport and Training Studies (Grade IV)

Head of Management & Business Studies (Grade IV)

Applications are invited for the above posts, tenable from 1st January, 1981. Candidates should have a degree and/or professional qualifications together with teaching experience in further and/or secondary education. Relevant industrial and/or business experience would be an advantage.

Salary: Head of Department Grade IV, £11,892-£13,332.

Application forms and further details are available from the Education Department, 8 Bond Street, Wakefield WF1 2QL, to be returned as soon as possible.

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**BOURNVILLE COLLEGE OF FURTHER EDUCATION**

Bristol Road South, Birmingham B31 2AJ  
Tel: 021-476 8211

## HEAD OF DEPARTMENT OF BUSINESS STUDIES

Grade V

Required for 1 January, 1981, on the appointment of the current holder to a Vice-Principalship.

The range of work covered by the Department includes: Secretarial Courses, Business Studies courses to BEC National level, and Computing.

Salary Scale: £12,342-£14,382.

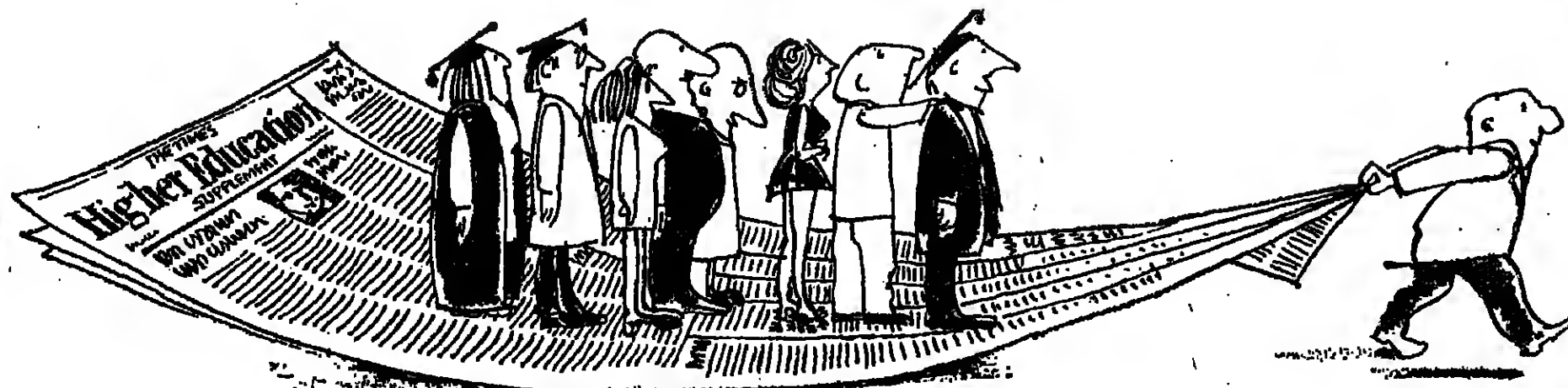
Application forms and further particulars obtainable from the Principal.

**BIRMINGHAM CITY COUNCIL**









# get onto the THES

## for complete coverage of higher education

THE TIMES  
**Higher Education**  
SUPPLEMENT

Obtainable at newsagents every Friday—Price 25p

### Colleges and Departments of Art Other Appointments

**BOLTON**  
TECHNICAL COLLEGE  
STUDIES OF ART AND  
DESIGN  
Applications are invited from suitably qualified persons for the post of Lecturer in the Department of Art and Design. The successful candidate will be responsible for the teaching of students in the field of Art and Design. Salary on a scale of £11,000 to £14,000. Further details and application forms may be obtained from the Director of Studies, Bolton Technical College, Bolton, Lancashire. Closing date: 15th September 1980.

### Polytechnics Other Appointments

**SHEFFIELD CITY POLYTECHNIC**  
TECHNICAL EDUCATION  
DEPARTMENT OF PROFESSIONAL  
STUDIES  
Applications are invited from suitably qualified persons for the post of Lecturer in the Department of Professional Studies. The successful candidate will be responsible for the teaching of students in the field of Professional Studies. Salary on a scale of £11,000 to £14,000. Further details and application forms may be obtained from the Director of Studies, Sheffield City Polytechnic, Sheffield, Yorkshire. Closing date: 15th September 1980.

### HEAD OF SCHOOL OF ART

Applicants should hold appropriate qualifications and should preferably have had professional experience in the field of Art and Design in addition to teaching and administrative work. The School offers a range of work, including a large foundation course and vocational courses in Graphic Design and in Industrial Design. Salary (under review): Principal Lecturer: £9,138 to £10,185/£11,588. Application forms and further details may be obtained from the Director of the above address. Closing date: September 23, 1980.

### PRINCIPAL LECTURER

to develop the teaching and planning of higher-level courses related to the Hospitality Industry. Salary scale (under review): £9,138 to £11,588 per annum. Applicants should have sound qualifications and both industrial and teaching experience. Further details and application forms may be obtained from the Director at the above address and should be returned within 14 days of the appearance of this advertisement.



### COUNTY OF AVON BATH COLLEGE OF HIGHER EDUCATION

Newton Park, Newton St. Lee, Bath, Avon  
BA2 9BN  
Due to the retirement of the present holder, applications are invited for appointment, with effect from 1st January 1981, as

### HEAD OF MUSIC

The College offers a B.A. Honours (Music) Degree Course and music is a major specialism within the B.Ed. Degree and other teacher training courses. High academic and professional qualifications and good experience are required for this appointment. Salary will be on the Head of Department Scale IV of the Bathen Further Education Scale, £11,892 to £13,332. Applications (no form) should be submitted to the Principal from whom further particulars can be obtained at the above address by October 6, 1980.

### Universities

#### CAMBRIDGE LOCAL EXAMINATION SYNDICATE

Applications are invited from suitably qualified persons for the post of Assistant in the Local Examination Syndicate. The successful candidate will be responsible for the development of material in the field of the Local Examination Syndicate. Salary on a scale of £11,000 to £14,000. Further details and application forms may be obtained from the Secretary, Local Examination Syndicate, 17 Harvey Road, Cambridge CB2 3RU. Closing date: 15th September 1980.

#### CAMBRIDGE THE UNIVERSITY UNIVERSITY LECTURESHIP IN EDUCATION

Applications are invited for a University Lectureship in Education. The successful candidate will be responsible for the teaching of students in the field of Education. Salary on a scale of £11,000 to £14,000. Further details and application forms may be obtained from the Secretary, University Lectureship in Education, 17 Harvey Road, Cambridge CB2 3RU. Closing date: 15th September 1980.

#### LEBOTHO NATIONAL UNIVERSITY OF TECHNOLOGY

Applications are invited for the post of Lecturer in the Department of Education. The successful candidate will be responsible for the teaching of students in the field of Education. Salary on a scale of £11,000 to £14,000. Further details and application forms may be obtained from the Secretary, National University of Technology, Lebotso, Botswana. Closing date: 15th September 1980.

#### ENGLISH MEDIUM PRIMARY SCHOOL

Candidates should be qualified to teach in a primary school. The successful candidate will be responsible for the teaching of students in the field of Education. Salary on a scale of £11,000 to £14,000. Further details and application forms may be obtained from the Secretary, English Medium Primary School, Lebotso, Botswana. Closing date: 15th September 1980.

#### MIDDLESEX UNIVERSITY PHYSICAL EDUCATION ASSISTANT

Applications are invited from suitably qualified persons for the post of Physical Education Assistant. The successful candidate will be responsible for the teaching of students in the field of Physical Education. Salary on a scale of £11,000 to £14,000. Further details and application forms may be obtained from the Secretary, Middlesex University, Hendon, Middlesex. Closing date: 15th September 1980.

#### OXFORD UNIVERSITY TECHNICAL EDUCATION DEPARTMENT OF PROFESSIONAL STUDIES

Applications are invited from suitably qualified persons for the post of Lecturer in the Department of Professional Studies. The successful candidate will be responsible for the teaching of students in the field of Professional Studies. Salary on a scale of £11,000 to £14,000. Further details and application forms may be obtained from the Director of Studies, Oxford University, Oxford, Oxfordshire. Closing date: 15th September 1980.

### UNIVERSITY APPOINTMENTS

Applications are invited from suitably qualified persons for the post of Lecturer in the Department of Education. The successful candidate will be responsible for the teaching of students in the field of Education. Salary on a scale of £11,000 to £14,000. Further details and application forms may be obtained from the Secretary, University of Cambridge, Cambridge. Closing date: 15th September 1980.

### Colleges of Higher Education

#### Other Appointments

**DOUGLAS**  
TECHNICAL COLLEGE  
TECHNICAL EDUCATION  
DEPARTMENT OF PROFESSIONAL  
STUDIES  
Applications are invited from suitably qualified persons for the post of Lecturer in the Department of Professional Studies. The successful candidate will be responsible for the teaching of students in the field of Professional Studies. Salary on a scale of £11,000 to £14,000. Further details and application forms may be obtained from the Director of Studies, Douglas Technical College, Douglas, Isle of Man. Closing date: 15th September 1980.

#### BOUGH HOTEL, ADMINISTRATION AND ACCOUNTS

Applications are invited for the post of Lecturer in the Department of Hotel, Administration and Accounts. The successful candidate will be responsible for the teaching of students in the field of Hotel, Administration and Accounts. Salary on a scale of £11,000 to £14,000. Further details and application forms may be obtained from the Secretary, Bough Hotel, Bough, Isle of Man. Closing date: 15th September 1980.

#### WEST SUSSEX UNIVERSITY

Applications are invited from suitably qualified persons for the post of Lecturer in the Department of Education. The successful candidate will be responsible for the teaching of students in the field of Education. Salary on a scale of £11,000 to £14,000. Further details and application forms may be obtained from the Secretary, West Sussex University, Brighton, West Sussex. Closing date: 15th September 1980.



### APPOINTMENT OF LECTURER GRADE II (HUMAN MOVEMENT STUDIES)— Temporary One-Year Post

Applications are invited from suitably qualified and experienced candidates for the above appointment in this Church of England College of Higher Education. The College has 1,700 students, preparing undergraduates and post-graduates for the University of Leeds across a very wide range of disciplines. The Temporary One-Year appointment, which is to replace a member of staff on secondment with effect from 1st January 1981, will be at the appropriate point on the Lecturer Grade II scale (£6,012-£9,702). There is the possibility of a permanent appointment later. The person appointed is likely to be responsible for gymnastics and to contribute to athletics and games. Ability to assist with exercise physiology and outdoor pursuits would be an advantage. Further details and application forms may be obtained from the Principal, College of Ripon and St John, Lord Mayor's Walk, York YO3 7EX, to whom completed forms should be returned to arrive not later than MONDAY 6th October 1980.

### MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY

#### Primary School Appointment in Hong Kong for January 1981

(1) Applications are invited from appropriately qualified and experienced teachers for the following post:—

#### Deputy Headship

##### GUN CLUB HILL SCHOOL (GROUP 5)

This school, which is situated in Kowloon, has 280 children on roll and a staff of 14. The successful candidate will teach a class, and be responsible for requisitioning, school magazine, libraries, timetable and mathematics throughout the school. (2) SALARY for this post is in accordance with the current Burmah scale. In addition the London area allowance of £800 per annum is payable. FOREIGN SERVICE ALLOWANCE a tax-free allowance is payable. SUPERANNUATION normal rights are safeguarded. ACCOMMODATION in rent free or an allowance towards the rent is payable. DURATION OF ENGAGEMENT initially for a period of three years. (3) All applicants should normally be resident in the United Kingdom. Teachers do not serve in Service Children's Schools abroad after the academic year in which they reach their fiftieth birthday, and therefore should be under 47 years at the commencement of the engagement. (4) Requests for an application form and further details about each of the posts are available from:—

MINISTRY OF DEFENCE  
CM(B)4L  
Room 343  
Luton House  
Theobalds Road, London  
WC1X 8RY  
or by telephone on 01-430 8368

(5) The closing date for completed application forms is 29 September, 1980.



WHEN THE CUTS COME, IS YOUR HEAD ON THE BLOCK?  
ARE YOU AN EXPERIENCED TEACHER WHO COULD BE  
BETTER QUALIFIED? DO YOU HAVE 2 FREE EVENINGS  
PER WEEK?

If you score 2 or more YES's, why not study  
part-time for one of our Diplomas or Degrees?

#### WE OFFER

1. Courses in teaching English as a Foreign Language, Mathematical Education and also a BEd Qualifying course.
2. Diplomas in Guidance and Counselling, Nursery or Primary Education, and the education of Handicapped Children.
3. University of London Degrees: BEd, BA, BM, MA, MEd, plus The Post-graduate Certificate in Education.

#### ALL IN YOUR SPARE TIME

Why not come and talk it over with us over a glass of wine on Wednesday, 17th September, 6.30 p.m.-8.00 p.m. in the Maria Gray Hall, Gordon House, or write for details and an application form to Academic Registrar (Admissions PT/TES/1), West London Institute of Higher Education, Gordon House, 300 St. Margaret's Road, Twickenham, Middlesex TW1 1PT.











## COMMUNITY EDUCATION OFFICER

Soulbury £12,564-£13,611

Applications are invited from persons with suitable qualifications and experience for this post with responsibility for all aspects of the Community Education Service in the Thurrock and Basildon areas of the County.

Closing date: 28th September, 1980.

Application form and details from County Education Officer (P), P.O. Box 47, Chelmsford, CM1 1LD. (Tel. Chelmsford 87222, ext. 2878.)



## RUGBY FOOTBALL UNION REQUIRE A

## DIVISIONAL TECHNICAL ADMINISTRATOR (MIDLANDS)

Salary: Sports Council Scales for National Coaches.  
This is a new full time post commencing in January, 1981, based on the town of RUGBY, working in the Rugby Constituency Bodies and Schools in the Midlands Division; to develop the game of Rugby Union Football and be responsible to the Secretary RFU at TWICKENHAM.  
Applicants must be rugby enthusiasts, with high level playing/teaching/coaching experience. Applications for consideration should reach The Secretary RFU at TWICKENHAM by not later than 10th October, 1980.  
Mark the envelope 'Divisional Technical Administrator'.

## HM Inspectors of Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors of Schools in England. The post provides a professional advice service at the Department of Education and Science, and involves inspecting and advising schools and colleges, consulting with local education authorities, and contributing to in-service training. There are vacancies in the following areas:

### Primary and Middle Schools - 11/3/80

Inspectors in this field will work mainly in the education of pupils aged 5-13. Applicants should have appropriate experience, an understanding of child development and a knowledge of relevant current thought and practice. They should indicate whether they have an interest in a particular part of the age range and should refer to any special interests or expertise in any aspect of the curriculum.

### Special Education - 1st 4/80

These inspectors have a major commitment to Special Education and advise on the range of provision in relation to ordinary schools and colleges, as well as specialist needs in ordinary schools. Candidates must have extensive knowledge of special education and have had experience, preferably in ordinary and special schools, of the education of children with special educational needs. Applications will be accepted from candidates with experience of management, severe mental handicap, and visual impairment.  
Starting salary, within the range £12,325-£17,808 (higher in London). Higher posts are filled by promotion.  
Application forms (to be returned by 17 October, 1980) and further information may be obtained from Miss J. D. Church, Room 10/2, Division of Education and Science, Elizabeth House, 35 York Road, London, SE1 7PH. (Telephone 01-498 8822; extensions 2237 or 2180). Please quote reference.

DEPARTMENT OF EDUCATION AND SCIENCE

## ADMINISTRATION Local Education Authority continued

### WALSALL METROPOLITAN BOROUGH EDUCATION AUTHORITY

Applications are invited from suitably qualified and experienced persons for the above vacancy in the Education Department of this authority. The appointment will be subject to the Conditions of Service, on S.O. Grade 9 (1972/73) to £7,724 per annum, and to a successful medical examination. A casual cover allowance will be paid. Application form and further information on application, covering the duties of the post, may be obtained from the Director of Education, Civic Centre, Darvall Street, Walsall, B71 1DD. (Telephone: 0922 51241, Ext. 2313). Completed applications should be returned by September 26, 1980. Previous applicants need not re-apply as their applications are still to be considered.

### General

### DIOCESE OF BRISTOL

Applications are invited from qualified teachers with a specialisation in the field of the Christian Religion, for the post of Christian Studies Teacher, in a new secondary school, to be established in the area of the Diocese of Bristol. The post is a full-time position, with a salary of £7,724 per annum, plus a housing allowance of £1,000 per annum. The post is a new creation, and the successful candidate will be responsible for the development of the Christian Studies curriculum, and for the teaching of the subject. The post is a new creation, and the successful candidate will be responsible for the development of the Christian Studies curriculum, and for the teaching of the subject. The post is a new creation, and the successful candidate will be responsible for the development of the Christian Studies curriculum, and for the teaching of the subject.

LONDON BUREAU FOR EDUCATIONAL VISITS AND TRAVEL  
The Bureau is an executive off-branch of the Ministry of Education, and is responsible for the organisation and management of educational visits and travel. The Bureau is an executive off-branch of the Ministry of Education, and is responsible for the organisation and management of educational visits and travel. The Bureau is an executive off-branch of the Ministry of Education, and is responsible for the organisation and management of educational visits and travel.

**A Career in Management with Elf Oil (G.B.) Limited**  
£5,000+

There are exciting new career opportunities for ambitious, self-motivated, energetic individuals within the U.K. marketing operation of this International Oil Company.

Based on over 20 years' experience, we have a range of career opportunities for graduates with a degree in Business Studies or equivalent qualification. They must be prepared to travel extensively throughout the U.K. and abroad. Final placements may be anywhere in the country.

Applicants should contact the Personnel Department for more details about the exceptional opportunities these positions represent.

Elf Oil (G.B.) Limited  
25, Whitehall Road  
Waltham, Cheshire  
Tel: 091-328 477

**Senior Adviser for Primary Education (Early Years)**  
Salary £13,380-£14,430

You should have a first-class background in teaching and advising, together with experience of working at a senior level in an Authority's practices and policies, including in-service training and co-operation with other agencies, in education for three to eight-year-olds.

The post is based at COUNTY HALL, Exeter. Further details and application form (to be returned by 26th September, 1980) may be obtained from the Chief Education Officer, County Hall, Topsham Road, Exeter, Devon, EX1 1EX. Tel: 0323 77377.

Please quote reference and TES when making your request.

**DEVON**

## SANDWELL INFORMATION THROUGH OF EDUCATION DEPARTMENT

Applications are invited from suitably qualified and experienced persons for the above vacancy in the Education Department of this authority. The appointment will be subject to the Conditions of Service, on S.O. Grade 9 (1972/73) to £7,724 per annum, and to a successful medical examination. A casual cover allowance will be paid. Application form and further information on application, covering the duties of the post, may be obtained from the Director of Education, Civic Centre, Darvall Street, Walsall, B71 1DD. (Telephone: 0922 51241, Ext. 2313). Completed applications should be returned by September 26, 1980. Previous applicants need not re-apply as their applications are still to be considered.

## London Diocesan Board of Education FURTHER EDUCATION PROJECT OFFICER

Through a grant from a Trust the Board proposes to initiate a three-year exploratory project in relation to Christian ministry in Colleges of Further Education. The aim is to examine possibilities, to pioneer some experiments, to evaluate and to report. The appointment of the Project Officer will be for three years, starting on 1st January, 1981. Experience of teaching in a F.E. College is desirable. Salary in the region of £7,500 according to experience.

Application forms (to be returned by 3rd October) and further particulars from: The Rev. Prebendary Eric Tinker, 26 John Street, London WC1N 2BL.

## Education Service Professional Assistant (2 Posts)

Salary: £8,718-£9,480 per annum including London weighting.

Applications are sought from graduates with successful teaching experience who wish to pursue a career in educational administration at a professional level. Subject to conditions, the Council offer 100 per cent removal expenses and 60 per cent legal and other fees up to a maximum payment of £750 plus lodging allowance in appropriate cases.

Further details are available from the Chief Education Officer, Hadley House, 75/81 Unbridge Road, Ealing, London W5 8U. Application forms should be returned by 26th September, 1980.

## Ealing London Borough

## EDUCATION DEPARTMENT

### Assistant Education Officer (SCHOOLS BRANCH)

General Management (POT) - £7,722 to £8,574.

There are over 800 schools in the County with an establishment of 25,000 pupils. The Assistant Education Officer, General Management, will be responsible primarily for assisting with work relating to teaching staff in schools.

Applicants should be graduates preferably with teaching experience. Consideration will be given to teachers with successful teaching experience, who wish to commence a career in education.

Assistance with removal and other expenses payable in appropriate cases.

Further particulars and application form, returnable by September 26, from W. H. Petty, County Education Officer, Springfield, Welwyn Hatfield, Herts. SG13 7JL. (Telephone 0438 61411, extension 248). (Reference 4/80).

## WELWYN HATFIELD DISTRICT COUNCIL

## Deputy Area Education Officer FOR NORTH-EAST DERBYSHIRE, CHESTERFIELD AND BOLSOVER

Salary: £7,722-£8,574 (pay award pending)

Applications are invited from persons with an Honours Degree and successful teaching experience for the post which offers an opportunity to enter educational administration in a large County Authority. The two posts of Professional Assistant advertised in April are not now to be filled. Previous applicants who wish to be considered for this post should write to the Director of Education but they will not need to complete a further application form.

There is a scheme of financial assistance for newly appointed staff including removal, lodging and relocation allowances. An essential user car allowance is available.

Further details and forms of application may be obtained from the Director of Education (Rat: DD/LN), County Offices, Mallock DE4 3AG. Applications should be submitted by 26 September 1980.

## DERBYSHIRE County Council

## SECOND ADVERTISEMENT LONDON BOROUGH OF CROYDON.

## Appointment of General Inspector to Specialise in Craft, Design and Technology

Applications are invited for the post of General Inspector to specialise in Craft, Design and Technology and to have the oversight for the operation of the Health and Safety at Work Act in Schools and Colleges. Applicants should have a good Honours Degree, and have held a senior post in schools or colleges or have worked in the Advisory Service.

Salary: Soulbury Range - Head Teacher Group 10 - £13,380-£14,430, London allowance of £408. A car allowance is payable.

Particulars and application forms to be returned by Friday, 26th September, 1980, may be obtained from the Director of Education, Taberna House, Park Lane, Croydon, CR8 1TP.

(Applicants who replied to the first advertisement will be automatically reconsidered.)

## INSPECTOR for Business Education

(District Rank)

required to inspect and develop business education courses in the Authority's Colleges and Schools. Applicants should have a graduate qualification and substantial teaching experience.

Salary Range £14,800-£18,285 (Inclusive) per annum. Details and application forms, which should be returned by 26 September, 1980, are available from the Education Officer, (SO: 245-253) or from Mr. The County Hall, London SE1 7PB. (Please enclose photocopy, s.p.).

## EDUCATION DEPARTMENT ADVISER FOR COMPUTER STUDIES

(Soulbury Group 8) £11,664-£12,669

Applications are invited from suitably qualified and experienced teachers. The successful candidate will be expected to promote and guide the development of computer studies in schools and to offer advice and guidance on the application of computer techniques in all areas of the curriculum and in aspects of schools' management.

Application forms and further details (stamped addressed envelope, please) may be obtained from the County Education Officer, County Hall, Grimwade Street, Norwich IP4 1L. (Reference 4/80/E 268). The closing date for applications is September 30, 1980.

## Suffolk County Council

## Birmingham Metropolitan District HANDSWORTH TECHNICAL COLLEGE

## HM PRISON BIRMINGHAM EDUCATION OFFICER

Applications are invited for the above full-time post from qualified and experienced teachers to commence on 1 January, 1981.

Salary in accordance with Sunbeam Further Education Regulations for Head of Department Grade II - £10,044-£11,377 (as at 1 September, 1980).

Further details and application forms are available from The Principal, Handsworth Technical College, Golds Hill Road, Handsworth, Birmingham B21 8DG. Closing date 26 September, 1980.

## BIRMINGHAM CITY COUNCIL

## Inspector of Schools: Geography

£11,784-£15,000

Closing date: 26 September, 1980  
Job Ref. 58-218/80/T. Tel. ext. 258

DEPARTMENT OF EDUCATION (NORTHERN IRELAND)

Applicants must possess a 1st or 2nd Class Honours degree in Geography and preferably have at least 10 years' full-time relevant teaching experience. Inspectors of Schools give a service of professional advice to the Department, carry out general and specialist inspection duties in schools and colleges of Further Education, contribute to in-service training of teachers and undertake other tasks which the Department may from time to time require.

The successful applicant may be required to work anywhere in Northern Ireland and, if necessary, work outside normal office hours.

Starting salary will be related to qualifications and experience.

Opportunities exist for promotion to the higher grade of Senior Inspector (£15,000-£17,608).

The Civil Service Commissioners may decide to interview only those applicants who appear from the information available, including level of academic attainment, duration and extent of relevant teaching experience, to be best qualified.

The post is open to both men and women. Please write or telephone for an application form (using the extension number indicated and quoting the job reference) to the Civil Service Commission, Rosepark House, Upper Newlands Road, Belfast BT4 3NR (telephone Dundonald 4888). Completed forms must be returned to arrive not later than the closing date stated.

## NORTHERN IRELAND CIVIL SERVICE

## Specialist Careers Officer

£5,658-£6,174

Required specifically for the handicapped. Applicants are invited from suitably qualified and experienced candidates for the post based at the Enfield Careers Office. The successful applicant will undertake careers guidance and placement duties with handicapped pupils and students. Please quote reference G07/121.

## Careers Officer

£4,971-£5,520

The officer appointed to this post will be responsible to the Area Careers Officer at Enfield for the full range of careers advisory work with pupils, assisting in the guidance and placement of young people who have left school and maintaining the established contact with local employers. Please quote reference G07/122.

Applicants for both posts should preferably hold the diploma in Careers Guidance or equivalent qualification, together with relevant experience.

Application forms are available from the Director of Education, P.O. Box 66, Olive Centre, Silver Street, Enfield, EN1 3XQ (388 656, Ext. 2118), closing date 26th September, 1980. Please quote appropriate reference. Please contact Mrs. J. Hunter on 01-865 6585, Ext. 2736, for further information.

## Enfield

## EDUCATION DEPARTMENT CHIEF INSPECTOR

£15,462-£16,470

The Chief Inspector, as leader of the Authority's Advisory Service, will be responsible for advising on matters related to the quality of education, issues of educational principle, curriculum development, maintenance of educational standards, in-service training, and teaching staff matters.

Home moving allowance up to £1,250 payable, and temporary lodgings.

## Liverpool

## Somerset

## Somerset Education and Cultural Services Committee ASSISTANT EDUCATION OFFICER

(Continuing Education) Grade P01 (II)  
Salary £7,608-£8,328 (pay award pending)

Applications are invited for this important and challenging fourth tier post in the Education Department.

The successful applicant will be required to provide high level administrative and/or professional support to the Deputy Chief Education Officer (post 16 education) and his/her Education Officers involved in the full range of work in the continuing education branch covering the careers service, post 16 education in schools and colleges, and community education.

Application form and further details are available from The Chief Education Officer (Sitting NT), County Hall, Taunton.

Closing date: 26th September, 1980.

## Assistant School Meals Organiser

Salary £5,635-£6,582 (inclusive)  
Plus car allowance.

To join our team in a highly efficient and well-organised School Meals Service.

You will need to be energetic and resourceful and able to accept responsibility for 26 school canteens and having the following qualifications:

I.M.A., Home Economics, or equivalent experience in education (or similar) catering and in staff training.

Further details and application form from Assistant Controller of Education Services, (Admin.) London Borough of Harrow, P.O. Box 22, Station Road, Harrow, Middlesex HA1 2UR. Telephone no. 01-863 5911 ext. 2307/8, quoting reference 5/80. Application forms returnable within 14 days. This post is open to men and women.

## Harrow Education

## CAREERS SERVICE Senior Careers Officer

£8,636-£7,077 p.a. (pay award pending)

Applications are invited from suitably qualified and experienced careers officers for the post of Senior Careers Officer, (Older Leavers) in Northampton. Applicants should be able to drive and possess a car, for which an essential user car allowance will be paid. The person appointed will lead a team of three careers officers providing advice to sixth-formers studying at least 2 "A" level GCEs, to local students in higher education and to adults wishing to avail themselves of the Careers Service. In addition the person appointed will organise and operate the Further Education Information Service in Northamptonshire.

Application forms and further details are available from the Personnel Officer, County Hall, George Row, Northampton. Tel: 0604 34 33 ext. 222. Forms should be returned by 24th September, 1980.

## Northamptonshire Education



# EXAMINERS

## Appointments continued

### THE ASSOCIATED EXAMINING BOARD:

(for the General Certificate of Education)

Voluntary House, Aldershot  
Hampshire GU11 1BQ

Applications are invited for the post of **EXAMINER** in the following subjects: English, History, Geography, Mathematics, Science, and Physical Education. The successful candidate will be responsible for the marking and moderation of candidates' work, and will also be responsible for the preparation of reports on the standard of candidates' work.

Applicants should be graduates of a university or college, and should have a minimum of five years' teaching experience. They should also have a good knowledge of the subject they are applying for.

Further details and application forms may be obtained from the Director of Education, Aldershot, or from the Director of Education, Portsmouth.

Applications should be sent to the Director of Education, Aldershot, or to the Director of Education, Portsmouth, by 15th October 1980.

**THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD**

for the Certificate of Secondary Education

**CHURCH EXAMINERS, 1981**

Applications are invited from graduates of a university or college, and from teachers with a minimum of five years' experience, to act as examiners in the following subjects: English, History, Geography, Mathematics, Science, and Physical Education.

Further details and application forms may be obtained from the Director of Education, Church, or from the Director of Education, Portsmouth.

Applications should be sent to the Director of Education, Church, or to the Director of Education, Portsmouth, by 15th October 1980.

**TEMPORARY EDUCATIONAL PSYCHOLOGIST**

£3,000-£12,324 Plus Car Allowance

From 17th October, 1980, at the School Psychological Services, 80 Geyton Road, to cover maternity leave. The appointment is expected to last for approximately six months.

Applicants (man and woman) should hold an Honours Degree in Psychology, a Post Graduate qualification in Educational Psychology and have suitable qualified teaching experience.

Further details available from the Principal Educational Psychologist (telephone 01-853 8311) with whom applications may be made to visit the School Psychological Services.

Application forms from the Assistant Controller of Education Services (Adm.), 22, London, Borough of Harrow, Chiswick, Harrow, Middx., HA1 2UW, telephone no. 01-853 8311 ext. 2307/8, returnable within 14 days quoting reference /K97/8.

**Harrow Education**

**EDUCATIONAL PSYCHOLOGIST**

School Psychological Service  
City of Nottingham District

£7,065-£11,916 pa (Soulbury—Main Scale)

Required as soon as possible at the Melrose Centre, a Psychology, with a particular interest in the early education and development of children with special needs to be taught for this specialist post.

The existing line with Area Manager, Social Services and Education Department, in addition to the School Psychological Service, will be responsible for the delivery of the service to the Melrose Centre and providing a range of services for parents of young handicapped children. A casual car allowance is payable.

Relocation expenses will be granted in appropriate cases.

Application forms and further details are available from the Director of Education (ADM/7) at County Hall, Nottingham, by 28 September 1980. Please quote ref. 141.

**Nottinghamshire County Council**  
County Hall, Nottingham

# SOUTHERN UNIVERSITIES

## JOINT BOARD FOR SCHOOL EXAMINATIONS

Applications for the following appointments are invited: Examiners in English, History, Geography, Mathematics, Science, and Physical Education. The successful candidate will be responsible for the marking and moderation of candidates' work, and will also be responsible for the preparation of reports on the standard of candidates' work.

Applicants should be graduates of a university or college, and should have a minimum of five years' teaching experience. They should also have a good knowledge of the subject they are applying for.

Further details and application forms may be obtained from the Director of Education, Southern Universities, or from the Director of Education, Portsmouth.

Applications should be sent to the Director of Education, Southern Universities, or to the Director of Education, Portsmouth, by 15th October 1980.

**UNIVERSITY OF CAMBRIDGE**

**LOCAL EXAMINATIONS**

The University has vacancies for the following subjects: English, History, Geography, Mathematics, Science, and Physical Education. The successful candidate will be responsible for the marking and moderation of candidates' work, and will also be responsible for the preparation of reports on the standard of candidates' work.

Applicants should be graduates of a university or college, and should have a minimum of five years' teaching experience. They should also have a good knowledge of the subject they are applying for.

Further details and application forms may be obtained from the Director of Education, University of Cambridge, or from the Director of Education, Portsmouth.

Applications should be sent to the Director of Education, University of Cambridge, or to the Director of Education, Portsmouth, by 15th October 1980.

**YORKSHIRE REGIONAL EXAMINATIONS BOARD**

for the Certificate of Secondary Education

**CHURCH EXAMINERS, 1981**

Applications are invited from graduates of a university or college, and from teachers with a minimum of five years' experience, to act as examiners in the following subjects: English, History, Geography, Mathematics, Science, and Physical Education.

Further details and application forms may be obtained from the Director of Education, Yorkshire Regional Examinations Board, or from the Director of Education, Portsmouth.

Applications should be sent to the Director of Education, Yorkshire Regional Examinations Board, or to the Director of Education, Portsmouth, by 15th October 1980.

**CITY OF COVENTRY**

**PERMANENT INSTRUMENTAL**

Required as soon as possible. Full-time position. Salary £3,000-£12,324 Plus Car Allowance. The appointment is expected to last for approximately six months.

Applicants (man and woman) should hold an Honours Degree in Psychology, a Post Graduate qualification in Educational Psychology and have suitable qualified teaching experience.

Further details available from the Principal Educational Psychologist (telephone 01-853 8311) with whom applications may be made to visit the School Psychological Services.

Application forms from the Assistant Controller of Education Services (Adm.), 22, London, Borough of Harrow, Chiswick, Harrow, Middx., HA1 2UW, telephone no. 01-853 8311 ext. 2307/8, returnable within 14 days quoting reference /K97/8.

**Harrow Education**

**EDUCATIONAL PSYCHOLOGIST**

School Psychological Service  
City of Nottingham District

£7,065-£11,916 pa (Soulbury—Main Scale)

Required as soon as possible at the Melrose Centre, a Psychology, with a particular interest in the early education and development of children with special needs to be taught for this specialist post.

The existing line with Area Manager, Social Services and Education Department, in addition to the School Psychological Service, will be responsible for the delivery of the service to the Melrose Centre and providing a range of services for parents of young handicapped children. A casual car allowance is payable.

Relocation expenses will be granted in appropriate cases.

Application forms and further details are available from the Director of Education (ADM/7) at County Hall, Nottingham, by 28 September 1980. Please quote ref. 141.

**Nottinghamshire County Council**  
County Hall, Nottingham

# MISCELLANEOUS

**ISLINGTON**  
(London Borough of)

**RECREATION AND PLAY TRAINING UNIT**

CAN YOU HELP PEOPLE IN THEIR WORK?

ARE YOU A PERSONAL MANAGER?

HAVE YOU WORKED WITH PARTNERSHIP (JOBS) AND HAVE YOU EXPERIENCED COMMUNITY WORK, YOUTH WORK OR MANAGEMENT?

The answer is yes and you can accept a position for full or part-time training in the following subjects: English, History, Geography, Mathematics, Science, and Physical Education. The successful candidate will be responsible for the marking and moderation of candidates' work, and will also be responsible for the preparation of reports on the standard of candidates' work.

Applicants should be graduates of a university or college, and should have a minimum of five years' teaching experience. They should also have a good knowledge of the subject they are applying for.

Further details and application forms may be obtained from the Director of Education, Islington, or from the Director of Education, Portsmouth.

Applications should be sent to the Director of Education, Islington, or to the Director of Education, Portsmouth, by 15th October 1980.

**YORKSHIRE REGIONAL EXAMINATIONS BOARD**

for the Certificate of Secondary Education

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Applications are invited from graduates of a university or college, and from teachers with a minimum of five years' experience, to act as examiners in the following subjects: English, History, Geography, Mathematics, Science, and Physical Education.

Further details and application forms may be obtained from the Director of Education, Yorkshire Regional Examinations Board, or from the Director of Education, Portsmouth.

Applications should be sent to the Director of Education, Yorkshire Regional Examinations Board, or to the Director of Education, Portsmouth, by 15th October 1980.

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**Nottinghamshire County Council**  
County Hall, Nottingham

**Nottinghamshire County Council**  
County Hall, Nottingham

# MINERVA OUTDOOR VENTURES

Experts in outdoor education for the past 10 years. We have a wide range of courses for schools, colleges, and universities. Our courses are designed to develop the physical, intellectual, and emotional skills of our students. We have a wide range of facilities, including a large hall, a gym, and a swimming pool. We also have a wide range of outdoor equipment, including tents, sleeping bags, and food. We are now looking for experienced teachers to join our team. If you are interested, please contact us at 01-234 5678.

**Public Notices**

**NORTH DEVON**

**NEEDS LOGS**

The small centre that specialises in personal attention. We have a wide range of courses for schools, colleges, and universities. Our courses are designed to develop the physical, intellectual, and emotional skills of our students. We have a wide range of facilities, including a large hall, a gym, and a swimming pool. We also have a wide range of outdoor equipment, including tents, sleeping bags, and food. We are now looking for experienced teachers to join our team. If you are interested, please contact us at 01-234 5678.

**CAMBRIDGE**

**COUNTY MUSIC SERVICE**

WOODWIND INSTRUMENTS. We have a wide range of courses for schools, colleges, and universities. Our courses are designed to develop the physical, intellectual, and emotional skills of our students. We have a wide range of facilities, including a large hall, a gym, and a swimming pool. We also have a wide range of outdoor equipment, including tents, sleeping bags, and food. We are now looking for experienced teachers to join our team. If you are interested, please contact us at 01-234 5678.

**WILTSHIRE**

**COUNTY COUNCIL**

**EDUCATION COMMITTEE**

TECHNICAL INSTITUTE. We have a wide range of courses for schools, colleges, and universities. Our courses are designed to develop the physical, intellectual, and emotional skills of our students. We have a wide range of facilities, including a large hall, a gym, and a swimming pool. We also have a wide range of outdoor equipment, including tents, sleeping bags, and food. We are now looking for experienced teachers to join our team. If you are interested, please contact us at 01-234 5678.

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**WILTSHIRE**

**COUNTY COUNCIL**

**EDUCATION COMMITTEE**

# EDUCATIONAL COURSES

**ENGLISH-PEAKING BOARD**

**ENGLISH-PEAKING BOARD**

**ENGLISH-PEAKING BOARD**

**ENGLISH-PEAKING BOARD**

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